

Figure (4): Type of schools available for boys

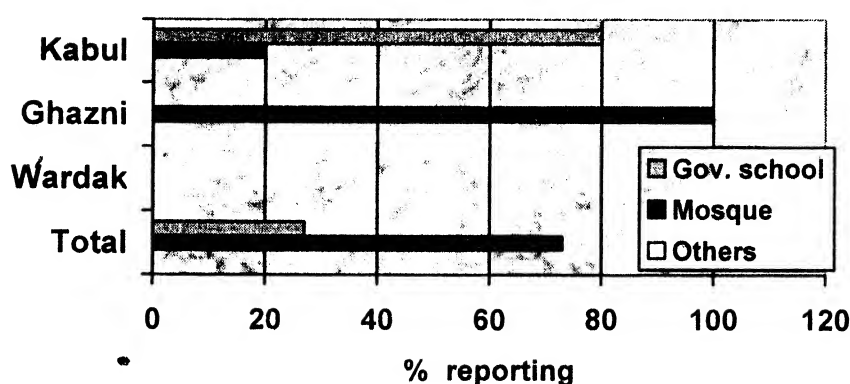


Figure (5): Type of schools available for girls

2.3 - The existence of Co-education:

The survey has reported 100% no co-education in primary level in the entire surveyed districts of the three provinces.

2.4 – Attending of school in other villages: (Table 1, annex 1 & figure 6)

This aspect of education is an indicator also showing the interest of the communities for educating their children. On the other hand, it is showing the limitation of opportunities for primary education in the related surveyed villages of the communities.

In Kabul it was reported that girls were not attending schools in other villages. Only 18 boy students were reported attending government primary schools outside of their villages.

In Ghazni, except in the districts of "Khuaja-Omri" and "Jaghato" where girls were not reported attending schools out side of their villages, in total from 370 girls at provincial level, (150) were attending primary government school and (220) were attending Mosques at outside of the villages. Also from 1342 boys attending primary school outside of the 19 surveyed villages of Ghazni, 520 (39%) were going to the government primary school and 840 (61%) to the Mosques.

In Wardak, it was reported that girls were not attending primary schools in other villages. However from 75 boys, 33% were attending government primary schools and 67% were attending mosque school in other villages.

In all of the reporting surveyed districts of 3 the provinces, 59% of girls and 62% of boys were going to schools in mosque in other villages, while 41% of girls and 38% of boys were attending government primary school as an outside of village alternative.

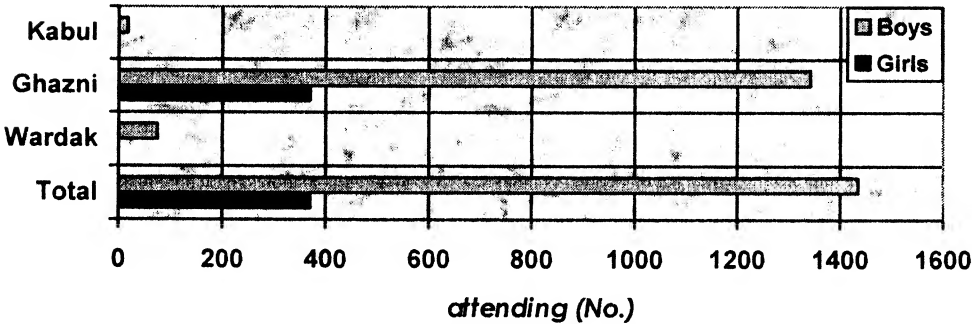


Figure (6): Students attending schools in other villages.

2.5 - Average distance to the nearest primary school: (Table1,annex 1 & figure 7)

The average distance of the communities to the nearest school is reported 5 km in Kabul and 6 km in Ghazni where the ranges of the distances in the four districts of Ghazni are between 5 - 8 km.

In Sayed Abad of Wardak the average distance to the nearest school is shown 21 km which is a daily round trip of walking of 42 km for each child going to school. The school children in the two surveyed villages of this district are 75 boys who are attending schools in other villages. The nearest school distance for the children in this district is 4 times of those in the other surveyed districts.

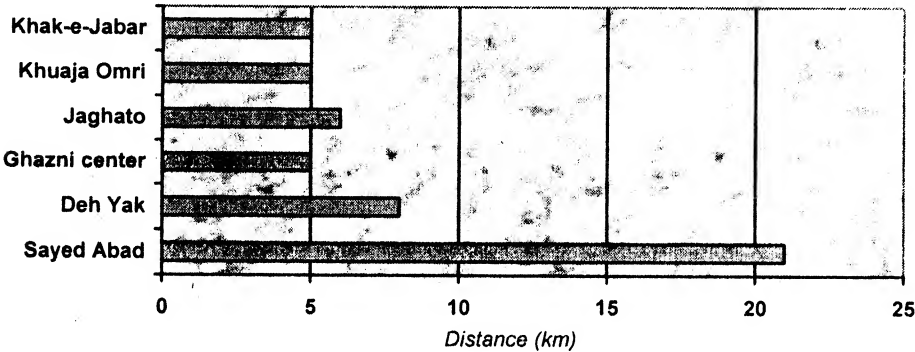


Figure (7): Distance to the nearest school

CHAPTER – 3

COMMUNITY INTEREST IN EDUCATION

Basic issues related to community interest in education, for which data were collected through this survey are as follows:

- 3.1 - Acceptance of education by the community or village leaders
- 3.2 - Parents interest in education.
- 3.3 - Reasons girls not attending primary schools
- 3.4 - Community priority in education
- 3.5 - Expected enrolment if education were expanded
- 3.6 - Parents interesting co-education

3.1 - Acceptance of education by the community or village leaders:

(Table 2, annex 1 & figure 8)

In Khraki-Jabar of Kabul, 100% of reporting cases indicated full acceptance of primary education by community or village leaders.

In Ghazni totally 74% of community leaders were reported that they accept of primary education, 5% have been reported do not acceptance and 21% were reported in "acceptance and non acceptance" status. (figure 8)

In Wardak, primary education has been 100% accepted by community or village leaders.

In all of the surveyed villages of the 6 districts in total, 85% of reported cases are indicating full acceptance of primary education by village leaders, 3% are indicating non-acceptance and 12% are in the status of unclear mind (accept/ non-accept).

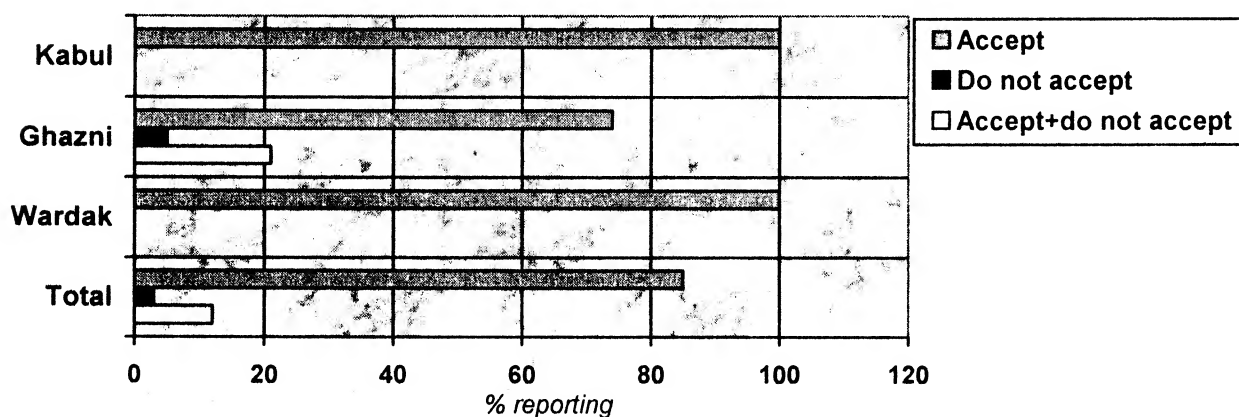


Figure (8): Community leaders acceptance & none acceptance status of primary education in the surveyed villages.

3.2 - Parents interest in education: *(Table 2, annex 1 & figure 9 text)*

In Kabul, full parent’s interest for educating boys was reported by 92% of interviews.

For girls this full interest was reported by 83% of reported interviews. Existing of lower than full level interest was reported by a small number of interviews. (8% interviews for boys and 17% for girls were with lower than full interest in education).

In Ghazni in relation to parents interest in education, 59% of interviews have reported for boys and 47% for girls. The remaining 41% and 53% of interviews have confirmed lower than full interest, even up to the level of no interest (non-) for girls education.

In (Sayed Abad of Wardak) there have been two interviews, one has shown full interest for boys and girls education and the other one has confirmed lower interest for both boys and girls.

In total, in 6 surveyed districts, full parents interest in education is reflected by 70% for boys and 64% for girls. These levels of conformation are reflecting a promising prospective for the people interested in their children education in future.

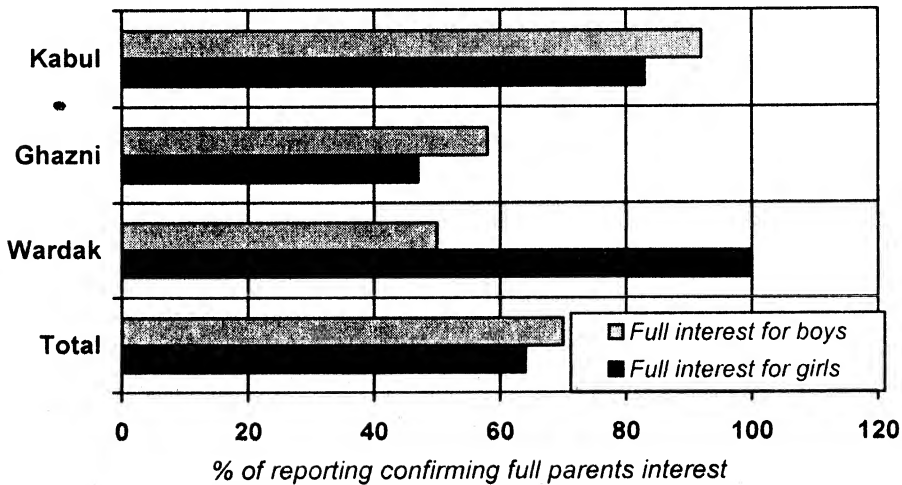


Figure (9): The level of parents full interest in primary education as reported in interviews.

3.3 - Reasons girls not attending primary education:*(Table2,annex1& figure10 text)*

3.3.1- Parents lack of interest: This reason is not valid in Kabul at all. In Ghazni only 14% of the interviews have reported the existing of this problem only in Jaghatoo district: Wardak, 50% of the interviews have given this reason for girls not attending school. In total, in all 6 surveyed districts, 4% has reported this reason.

3.3.2- Lack of facilities: This is a critical reason in Kabul (For Kabul the capital of the country this critical aspect seems unexpected).For the surveyed district in Kabul, 100% of interviews have confirmed this as a main reason for girls not attending schools. In Ghazni, 46% and in Wardak 50% of the interviews have reported this reason for girls not attending schools. In general, (in all of the surveyed districts) about 60% of interviews have pinpointed this as a critical reason for girls not attending schools.

3.3.3- No separate girls school: This reason is not reported as a problem in Kabul, Wardak and Dehyak district of Ghazni. In Kabul, “separate girls schools” at primary education level is not a very important problem. However, in provinces other than Kabul, not reporting this need, there could be a “hiding” of their real interest and real need for separate girls schools due to the imposing banning by the local authorities on girl schools and female teachers.

Generally in all surveyed district, this reason is reported by 22% of interviews.

3.3.4- Lack of teachers for girls schools: This problem is reported non-existing (it is at zero level) in Kabul, Khuaja-Omri district of Ghazni and Sayed Abad of Wardak provinces.

These areas appears to be highly rich in potential reserved educated women, who are already prepared to become a primary school teacher. But these women due to banning on women to participate in educational tasks are isolated from the over all hired labor force in the county.

In Jaghatoo, center of Ghazni and Dehyak, 14%, 28% and 33% of interviews have reported this reason (lack of teachers) for girls not going to school respectively. In total, this reason is reported by 14% for all interviews.

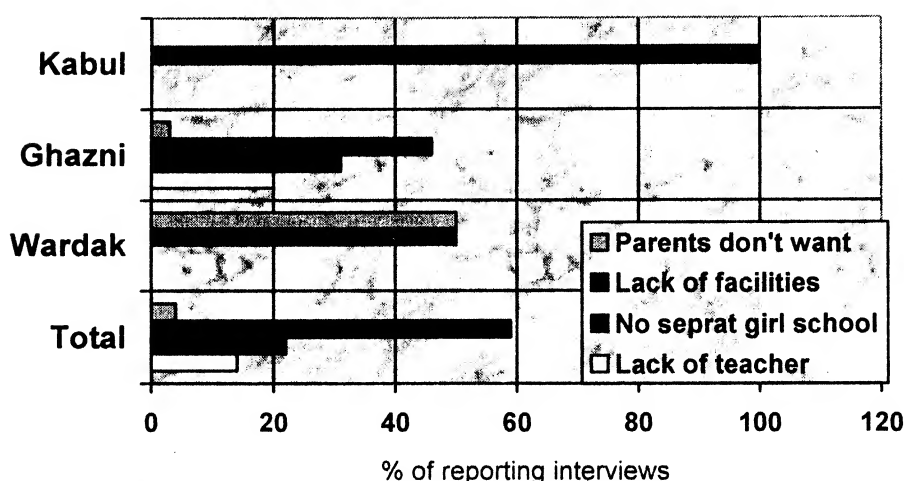


Figure (10): Reasons for girls not attending primary education.

3.4 - Community priority if education expands: (Table 2, annex 1 , figure 11& 12)

In this section, the survey has focussed on the preference/ priority of the communities between regular schools or “ the use of mosque” as a school when education expands in the villages or communities.

Table (3) of text, summarizes this information for boys and girls as follows:

Table (3): Community/ village priority for school or mosque for school.

Choices between schools or mosque for education	Proportion of responses for the given choices			
	Kabul %	Ghazni %	Wardak %	Total %
Primary school for boys	8	16	33	14
Primary school for girls	18	14	33	14
Primary school for both	69	30	0	36
Mosque for boys	8	11	0	9
Mosque for girls	15	14	17	14
Mosque for both	0	16	17	13
Total	100	100	100	100

Through out the surveyed districts total priority for primary schools was reported by 36% of the total responses for both boys and girls. Only for boys and only for girls were each reported by 14% of the total responses. (figure 11)

Regarding to "mosque for schools" (figure 12) , 14% of responses in total have reported the preference of mosque as a school for girls and 9% for boys, and 13% for both boys and girls.

In Kabul, the priority of primary school classes reported for both boys and girls were the highest (almost 70%). While mosque priority as a school alone for boys were 8% and for girls were 18%.

In Ghazni, primary school priority for both boys and girls were reported by 30% of total responses. For boys, it was 16% and for girls, 14% of the total responses given by

interviewer. Mosque preference as a school for boys was 11%, for girls 14% and for both 16%.

In Wardak, primary school priority was reported by 33% of the total responses for boys and 33% for girls. Preference to primary school for both (which may imply co-education) were reported none. 17% of the total responses obtained have given preference for mosque as school and the same proportion of responses (17%) shows preferences for mosque for both.

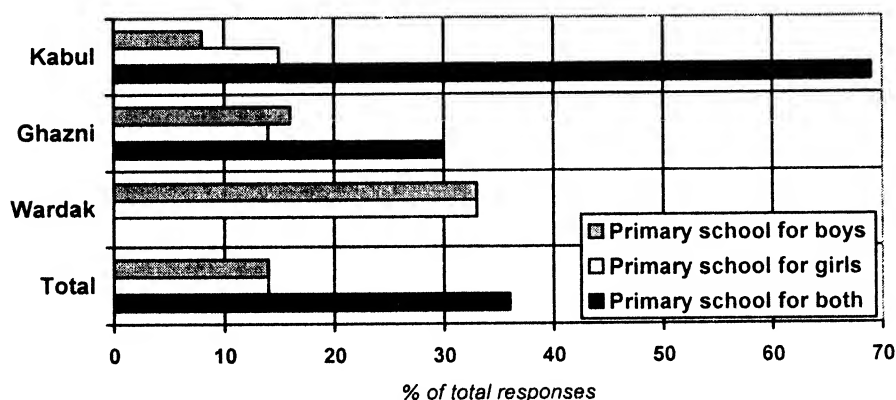


Figure (11): Community priority for primary education in school for boys & girls if education expands.

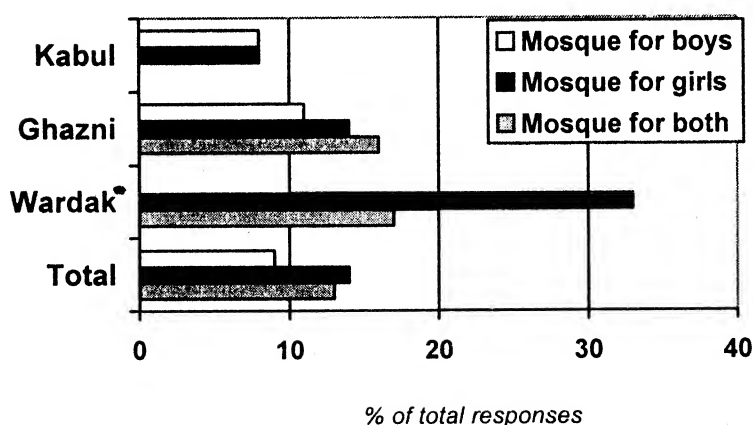


Figure (12): Community priority for primary education in mosque for boys & girls if education expanded.

3.5 - Expected enrolment if education expands: (Table 2, annex 1 & figure 13)

This expectation through the survey has come to be a promising reflection of interest of people to primary education.

Totally in all of the surveyed districts, expected enrolment was reported 3525 students from which 2005 (57%) were to be boys and 1520 (43%) were to be girls. (figure 13)

Within the three provinces the highest expected enrolment level was reported in Ghazni (2459 students) in all of the four districts of this province. From these it was expected that 1426 (58%) will be boys and 1033 (42%) will be girls.

Within the four districts of this province, the highest expected number was reported for Ghazni center (1200 students) from which 665 (55%) was expected to be girls and 535 students (45%) to be boys.

Expected enrolment in Sayed Abad of Wardak was reported 560 students girls to be 380 (68%) and boys 180 students (32%).

In Kabul (Khaki Jabber) expected enrolment was reported 506 students. From these the numbers of boys were expected to be 199 students (39%) while girls were expected 307 students (61%).

Figure (13) illustrate a comparative view of enrolment of boys & girls aggregated at the provincial levels.

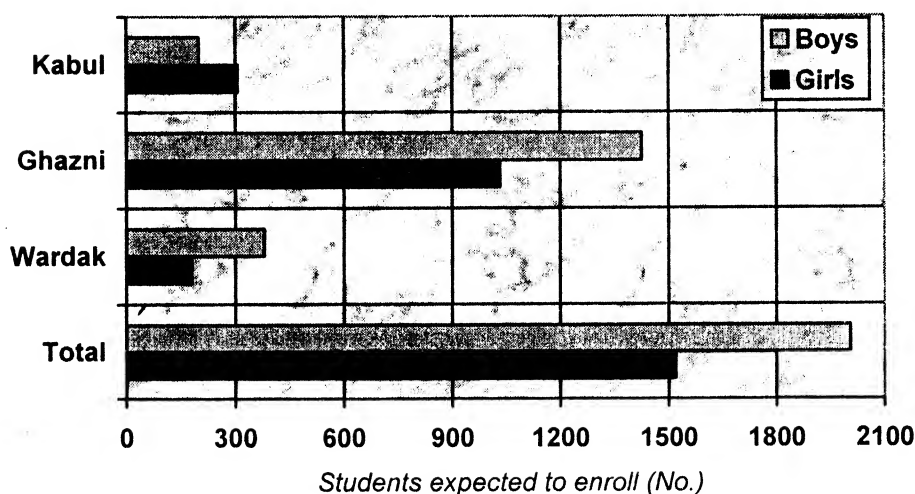


Figure (13): Expected enrolment if education were begun.

3.6 - Parents permitting co-education: (Table 2, annex 1 & figure 14 text)

Not permitting co-education at all, was reported by 6% of the interviews in all of the 6 surveyed districts. This restriction was reported 33%, (the highest) in Dehyak of Ghazni and 25% (the second highest) in Jaghato of Ghazni.

In “Khaki Jabar” of Kabul, “Khuaja-Omri” of Ghazni, “Ghazni center” and Sayed Abad of Wardak. “Not permitting co-education” in general was reported at zero level. This implies that people in these survey areas have an open mind intention to co-education for primary education and restriction is not reported in this regard at all.

Permitting co-education from class 1-3 was reported in all of the surveyed districts. The reporting were:

100% in Kabul

47% in Ghazni

100% in Wardak

72% as an average in all surveyed districts.

Permitting co-education from class 4 - 6 were reported in some how restricted scale as follows:

0% in Kabul

0% in Dehyak of Ghazni

42% in Khwaja-Omri, Jaghatoo & Ghazni center of Ghazni province

0% in Wardak

22% in total for all surveyed districts.

Graphical illustration of parents intention to co-education is presented in figure (14).

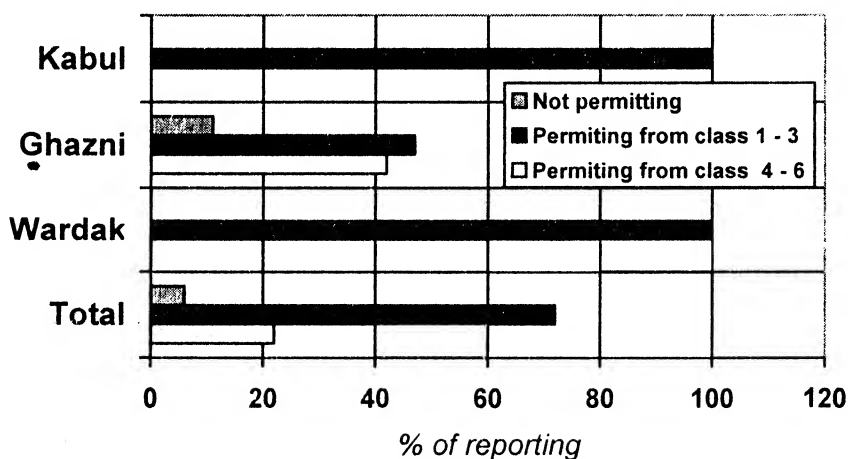


Figure (14): Parents permitting co-education

CHAPTER - 4

THE STATUS OF TEACHERS AVAILABILITY IF EDUCATION WERE TO EXPAND

4.1 - The availability of local persons to become teacher: (Table 3, annex 1 & figure 15, 16, 17 & 18 text)

From all of the 33 interviews in the 6 surveyed districts of 3 provinces, 31 interviews (94%) reported the availability of local people to become teachers if education were to begun. (see figure 15)

At provincial or district levels it is 100% in each one of the districts of Khaki-Jabar of Kabul, Khuaja-Omri, Dehyak and center of Ghazni. In the four-surveyed district of Ghazni in total this reporting is 95%.

In Sayed Abad of Wardak, from the only 2 interviews, (50%) has reported the availability of teachers from within the local communities. (see figure 15)

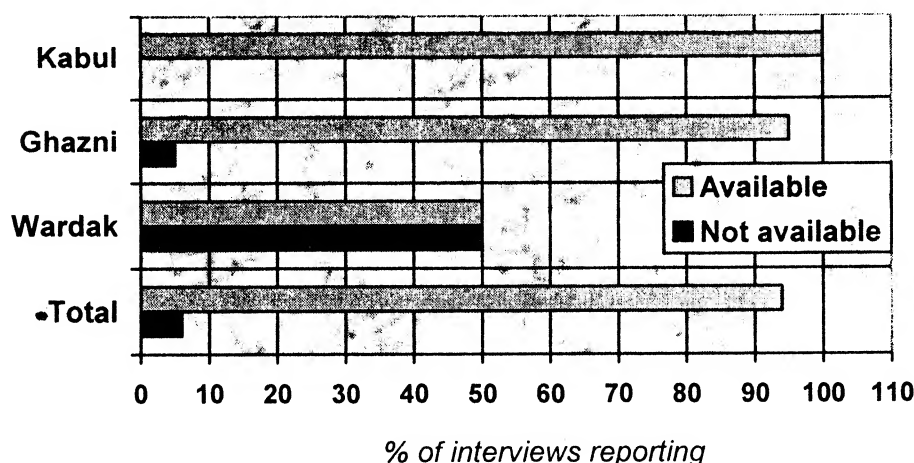


Figure (15): Availability of local persons to become teacher.
(Annex 1, table 3)

4.2 - Educational background of available persons to become a teacher:

Inquiries on the communities/ village reserves of available persons to teach and their educational background were one of the focal points of the survey.

On the question of availability of persons to become a teacher, the findings in all of the 6 districts are divided in to 3 main groups:

1) The male educated persons available	=	47
2) The female educated persons available	=	13
3) Miscellaneous educated persons available	=	7
Total	=	67

The totals of the above 3 categories reported are 67 individuals. Their educational backgrounds are summarized as follows:

CHAPTER – 1

INTRODUCTION

1.1 – The COPE problem analysis and the root causing of the problem:

Limited access to quality primary education for Afghanistan has been realized as an inter-linked component of CARE household livelihood security framework. Through the successful implementation of CARE Pilot primary home school projects in Khost province (1994 – 1995) this component was taken under particular attention by CARE. Based on CARE gained reputation and experiences in improving livelihood security in five central provinces of Afghanistan, (Sep. 1996 – Jul. 1998) it was realized that in these five provinces (Kabul, Paktia, Ghazni, Logar and Wardak), all children particularly girls have limited access to quality primary education. The root causes for this problem were mainly:

- 1) lack of school facilities.
- 2) lack of teachers to teach girls.
- 3) lack of government resources for primary education.
- 4) local authority policies discouraging girls from attending school.
- 5) poor quality education (poorly paid teachers, lack of facilities and absence of uniform curriculum).
- 6) lack of opportunities for girls to complete primary education and the consequences of this problem .The causes and consequence are diagrammatically illustrated in figure 1, page 3.

1.2 – COPE project establishment hypothesis:

COPE activities are scaled up from CARE home school pilot bases (1994 – 1995).

The hypothetical steps and the basic assumption according to which opportunities for girls and boys to get to the status of quality primary education and the COPE school realization of “ownership” by the communities are briefly illustrated in COPE project hypothesis diagram (see figure 2, page 4).

Here the changing conditions for CARE participatory interventions and the realization constructive assumptions within the communities are illustrated as a “bottom up process” from the lower to the upper side of the “hypothesis diagram” (page 3). Read the diagram from the bottom to the upper side.

1.3 – The objective of this baseline condition survey:

The “Primary Home School Pilot Project” (1994 – 1995) and the following activities of the project by COPE was a renovative action within the CARE livelihood security program (SoLARR). Through this innovative step, the need for quality primary education was brought as a basic component of the households livelihood for the needy diespriveded Afghan communities. For gradual achieving of this purpose, the program was initiated as an experimental

1) The male educated persons available:

In total, 47 males are reported in all of the surveyed districts to be available to become teachers (*table 3, annex 1*). From these, 30 persons (64%) are reported in Ghazni, 15 persons (32%) in Kabul and 2 persons (4%) in Wardak. The proportions on the level of education bases within this male category are as follows:

		<u>No.</u>	<u>%</u>
• Male with secondary education	=	28	60
• Male with middle school education	=	9	19
• Male with primary school education	=	10	21
Total	=	47	100

2) The female educated persons available:

In total, 13 females are reported in all of the 6 surveyed districts who are available and ready to become teachers.

From these, 10 persons (77%) are reported in Ghazni, 2 (15%) in Kabul and 1 (8%) in Wardak. The proportions of the total female on the level of education bases, are as follows:

			<u>No.</u>	<u>%</u>
• Female with secondary education	=	6	46	
• Female with Middle school education	=	4	31	
• Female with primary school education	=	3	23	
Total			13	100

3) Miscellaneous educated persons available:

In total, 7 persons are reported in this category in all of the surveyed districts.

From all these, 6 persons (86%) are from Ghazni & 1 (14%) from Wardak. The proportions on the type of their background are as follows:

			<u>No.</u>	<u>%</u>
• Retired male teachers	=	1	14	
• Other educated male *	=	2	29	
• Other educated female	=	4	57	
Total	=		7	100

In general, from all of the total 67 persons available and ready to teach, (top page 20) in all districts, 17 individual (25%) are female and 50 individuals (75%) are males. This proportionality implies that opportunities and scope for female to participate in educational services are (1/4) of the total available opportunities for both genders.

Figure 16 and 17 shows total available males and females on the basic of their education level respectively.

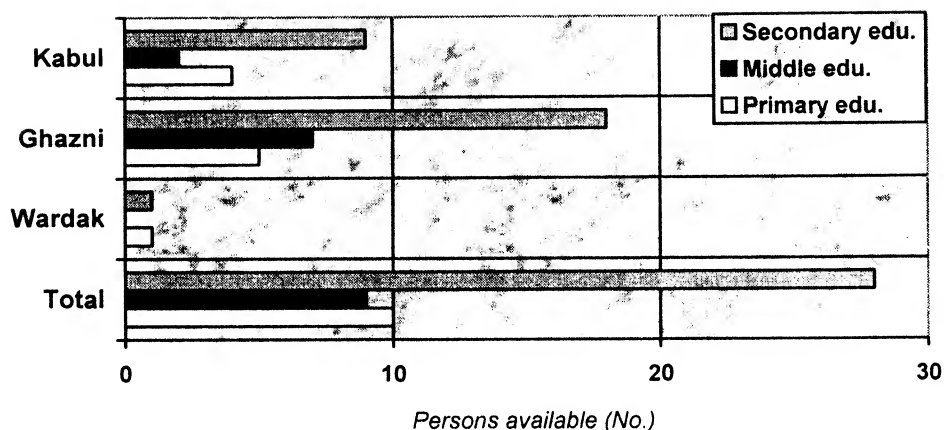


Figure (16): Total available educated males on the basis of education level (see table 3 annex 1)

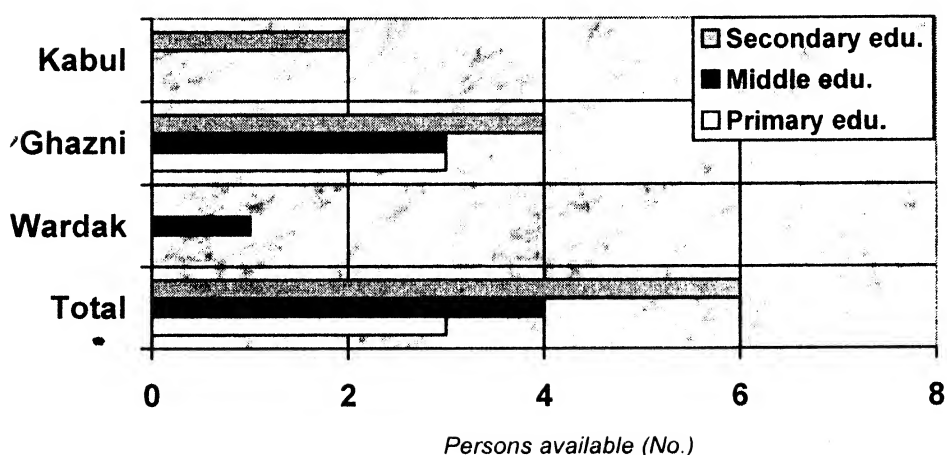


Figure (17): Total available educated females on the basis of their education level (see table 3 annex I)

4.3 – Male teachers and types of male teachers acceptable by parents for girl school: (Table 3, annex 1 & figure 18)

4.3.1- At the outset, the survey inquiries have focused on parents acceptance or not acceptance male teachers for girl schools. The information in this regard is summarized in table (4) of the text and illustrated in figure (18).

Table (4): Acceptance of male teachers by parents for girls schools.

Responses	No & Proportion of responses							
	Kabul		Ghazni		Wardak		Total	
	No	%	No.	%	No.	%	No.	%
Not acceptable	0	0	1	4	0	0	1	2
Acceptable in general	5	36	6	24	1	50	12	29
Acceptable for grades 1-3	8	57	8	32	1	50	17	41
Acceptable for grades 4-6	1	7	10	40	0	0	11	27
Total	14	100	25	100	2	100	41	100

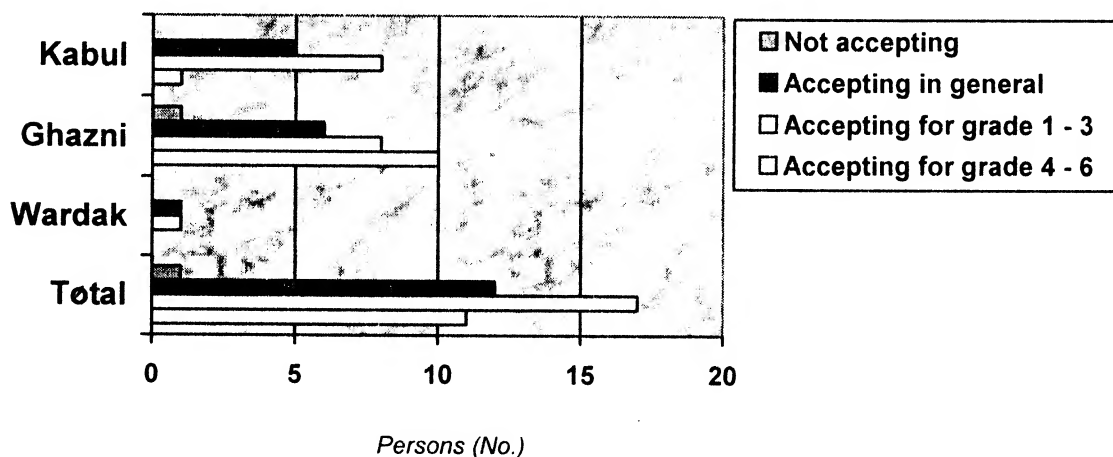


Figure (18): Male teachers acceptable by parents for girls school

4.3.2- Regarding the type of male teachers four aspects have been taken under consideration. In most cases of interviews, multiple selections have been reported within the following four choices:

- 1) Acceptability of local non-retired male teachers
- 2) Acceptability of retired male teachers
- 3) Acceptability of "Imam" of Mosque
- 4) Acceptability of others to be specified (which is not reported)

Regarding the types of male teachers acceptable by parents for girl schools, the choices and proportion (%) of reporting is summarized in table (5) of the text and figure (20).

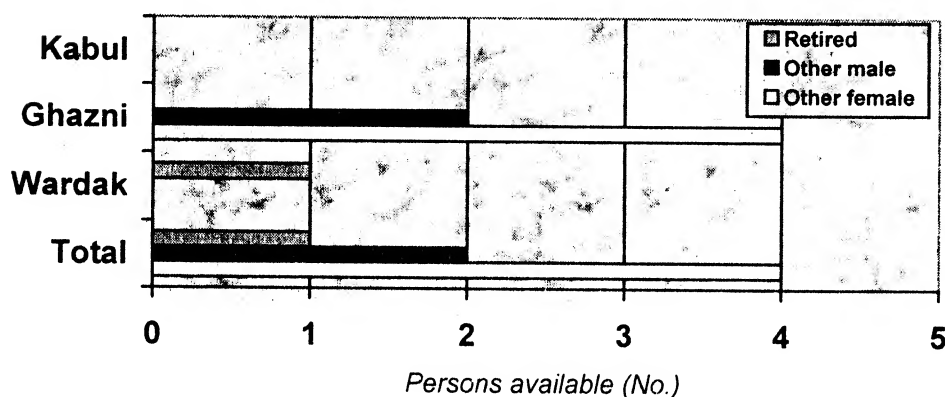


Figure (19): Total available retired, other male & other female educated persons (see annex I table 3)

Table (5): Acceptability of types of male teachers for girls schools by parents.

Responses	Proportion of responses							
	Kabul		Ghazni		Wardak		Total	
	No	%	No.	%	No.	%	No.	%
Local person male teacher	11	92	14	35	2	33	27	47
Retired male teacher	0	0	10	25	2	33	12	21
Immam of mosque	1	8	16	40	2	33	19	32
Total	12	100	40	100	6	100	58	100

The proportion of choices (table 5 and figure 20), indicates that in general from 58 responses about half of the parents (47%) are interested in having working (on the job) male teachers to teach their primary school daughters, also in total, 33% were interested in Immam of Mosque & 20% in retired teachers to teach their girls school. This acceptability is almost close to 100% in Kabul. In Ghazni, 40% of the choices are for Immam of mosque as possible teachers for girls and the lowest proportion of choices (25%) are for “retired male teacher”. This conservative status of parents in Ghazni (40% for Immam of mosque) may be a cultural factor or authorities intervention factor in creating of this conservative feeling among the parents.

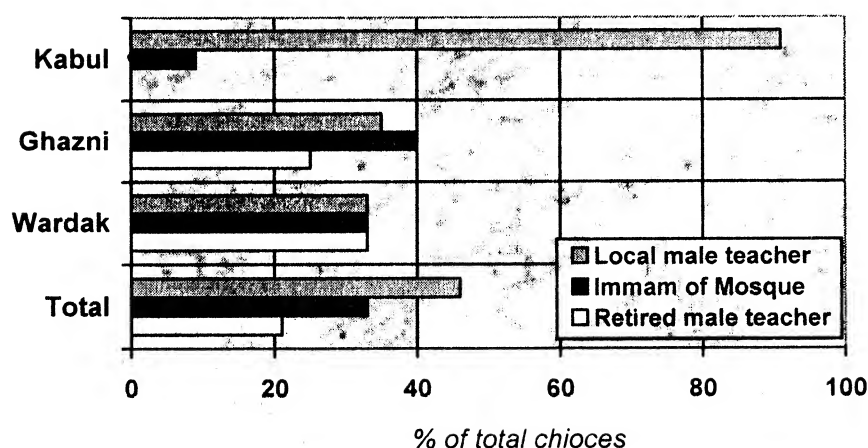


Figure (20): Percent choices in 3 types of male teachers accepted for girls schools

CHAPTER - 5

POTENTIAL COMMUNITY CONTRIBUTION TO SCHOOLING

This part of the survey is covering the following two aspects of the Community Organized Primary Education process in the surveyed areas. These aspects are related to the Community Contribution to COPE.

5.1 - Contribution types by the community.

5.2 - Contribution management by the community

5.1 - Contribution types specified: *(Table 4, annex 1 & figure 21 text)*

The survey has reported multiple types of community contribution in each one of the surveyed districts. The kinds of contribution and the number and proportion responses to each type of contribution, are briefed on provincial bases in table 6 of the text as follows:

Table (6): Types of community contributions for schooling in 6 districts of the 3 provinces.

Kinds of community Contributions	Responses reported for contribution							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
• Building/ room for school	9	39	17	47	2	67	28	45
• Boundary wall for school	3	13	0	0	1	33	4	6
• Teachers salary	11	48	19	53	0	0	30	48
• Other contribution	0	0	0	0	0	0	0	0
Total responses	23	100	36	100	3	100	62	100

As illustrated in table 6, the highest proportion of total responses reported for contribution, is providing “teachers salaries” and the second highest is providing “building/ room for schools”.

This is an indication that the surveyed communities/ villages are highly devoted for community organized primary education (COPE) as a convenient opportunity for providing primary education to their children.

Graphical illustration of the potential kinds of contributions on comparative bases in the surveyed villages of the 6 districts in three provinces, is shown in figure (21).

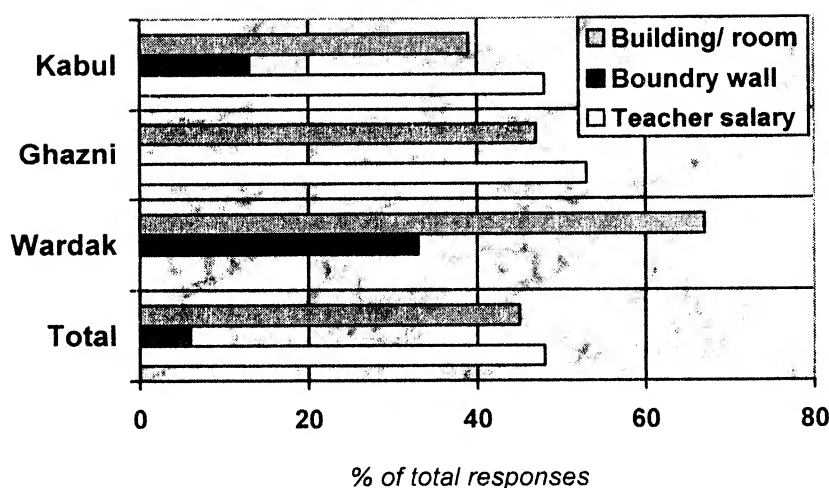


Figure (21): Types of community contribution by provinces (annex 1 table 4)

5.2 - Contribution management: *(Table 4, annex 1 & figure 22 text)*

Two main sources of management are reported as community participation provided to schools.

5.2.1- "Village Education Committee" as a management source

5.2.2- "Community Shura" as a management source.

5.2.1- Village education committee (VEC):

These organizational structures in villages are reported to be the main authority for managing the community contributions as well as management of community schools.

- In Kabul, 92% of the interviews confirmed VEC as a management source
- In Ghazni 68% of reporting confirmed VEC as a management source
- In Wardak with 2 interviews, 100% indicated VEC as a management source
- In total 6 surveyed districts, 76% of reporting cases confirmed VEC as a management source

5.2.2- Community Shura (CS):

This community organization is the second important source for managing the community contributions.

- In Kabul 8% of reporting cases confirmed (CS) as a contribution management source.
- In Ghazni 32% of reporting cases confirmed this as a contribution management source.
- In Wardak this social unit is not reported as a contribution management source.
- In all of the surveyed districts of 3 provinces, 24% of responses have confirmed this unit as a community contribution management source.

See figure 22, the graphical illustration of contribution management sources. (VEC & CS).

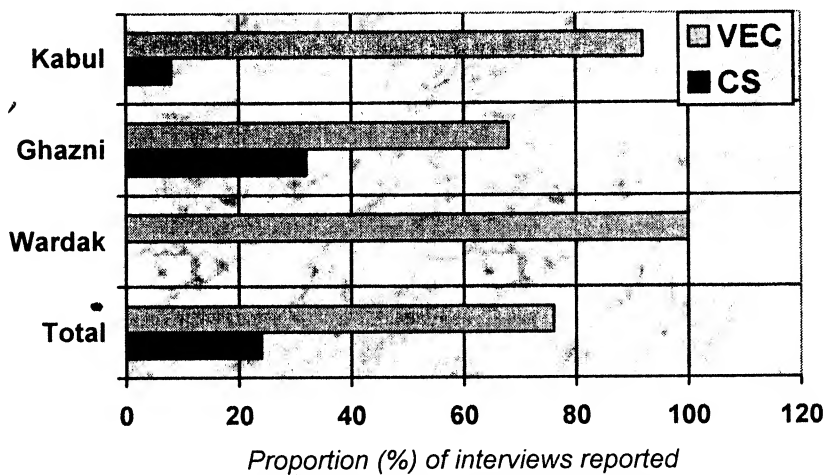


Figure (22): Village education committee (VEC) & community Shura (CS) participation in managing community contribution

CHAPTER – 6

INFORMATION ON TEACHERS

The main socioeconomic aspects of life of the teachers have been targeted as one of the existing conditions through this survey. These aspects are as follows:

- 6.1 – Teachers gender identity
- 6.2 – Teachers age ranges/ classes
- 6.3 – Teachers marital status
- 6.4 – Teachers No. of children
- 6.5 – Teachers mother language and second languages
- 6.6 – Teachers highest educational background
- 6.7 – Teachers professional qualifications
- 6.8 – Teachers motivation to teach
- 6.9– Time available for teaching
- 6.10– Teachers sources of income
- 6.11– Women teachers relatives

6.1 – Teachers gender identity: *(Table 5, annex 1 & figure 23 text)*

Through 33 interviews in 6 districts of the three provinces, 28 interviews (85%) have reported male teachers and 5 interviews (15%) have reported female teachers available for teaching. The distributions of the teachers on this respect on provincial bases are briefed in table (7).

Table 7): Available teachers gender identities in the surveyed districts of three provinces.

Gender	Reporting interviews on gender aspects				
	Kabul No.	Ghazni No.	Wardak No.	Total No.	%
Male	12	15	1	28	85
Female	0	4	1	5	15
Total	12	19	2	33	100

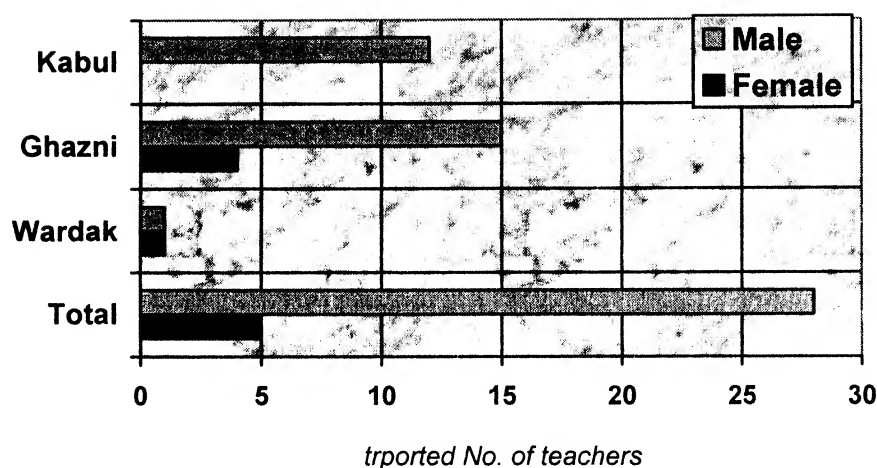


Figure (23): Teachers distribution on gender bases

6.2 – The age range of the Teachers: (Table 5, annex 1 & figure 24 text)

In all of the 6 surveyed districts, 28 interviews have reported the age of the teachers. From table 5, annex 1, the age range reported are summarized in table (8) of the text as follows:

Table (8): The age ranges of teachers reported through the surveyed districts

Age ranges In (Year)	No. and proportion of interviews reporting							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
< 25	1	11	2	12	1	50	4	15
25 – 40	7	78	7	42	1	50	15	55
41 - 50	1	11	8	47	0	0	9	34
Total	9	100	17	100	2	100	28	100

As, table (8) illustrates, in all of the three provinces in total, more than half of the teachers (55%) are reported in the middle ages of 25 to 40 years. In Ghazni from total 17 teachers reported, 8 of them (47%) are in the age ranges of 41 - 50 years. In Kabul, most of the teachers are in the middle ages of 25 – 40 years. In total of 28 reporting interviews , 4 interviews (15%), have reported the existing of young teachers (<25 years).

Figure (24) illustrates the age-wise distribution of teachers in the surveyed areas of each one of the three provinces and in “total”, for all of the surveyed areas.

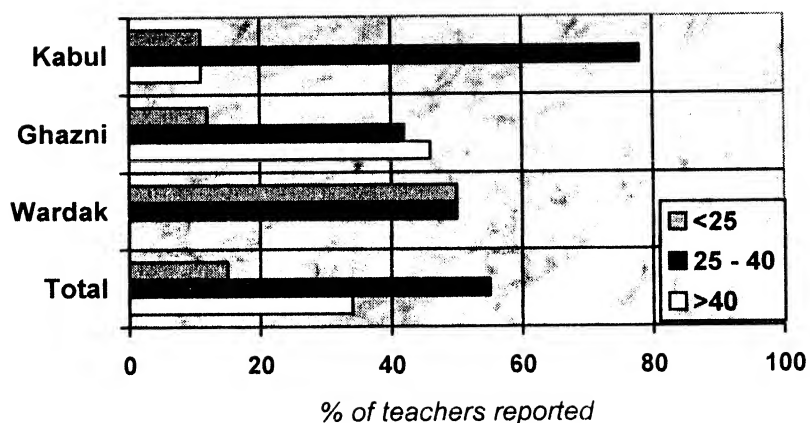


Figure (24): Proportion of reported teachers in three main age ranges

6.3 – Teachers marital status: (Table 5, annex 1 & figure 25 text)

From the 31 reporting interviews on these aspects of the teachers life, in all of the surveyed districts, 26 interviews (84%) have reported married teachers and 5 (16%) have reported unmarried teachers.

From *table 5, annex 1*, this aspect is briefed on provincial basis in table (9) of the text as follows:

Table (9): Marital status of teachers in the surveyed districts of 3 provinces.

Marital status	No. and proportion of the interviews reporting							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
Unmarried	1	10	3	16	1	50	5	16
Married	9	90	16	84	1	50	26	84
Total	10	100	19	100	2	100	31	100

(pilot) task basically focussed on *conditions and on inside community prerequisite*. The aim was for establishing of this system as a community coping mechanism for the lack of primary education opportunities within the communities' soceo-economic and cultural network.

The **questionnaire***, which has been implemented for collecting information through the current survey, is an unchanged tool from the pilot phase of the COPE program. During the pilot phase the main objectives of the carried out surveys were finding all of the basic "perquisite condition" for home schools within the targeted villages. (*See questionnaire in annex II*)

Those **objectives** of the pilot phase "the home schools" (1994 – 1995) which has also been followed through the current survey (1998, 1999 & 2000), are briefed as follows:

- 1) **To provide general information on those main profile aspects of the villages, which are related to COPE.**
- 2) **To find the current status of opportunities for primary education in the COPE targeted villages.**
- 3) **To find the level of interest of villager in primary education.**
- 4) **To find the internal capacity of villagers in providing teachers for community operated primary education "COPE".**
- 5) **To find the potential community contribution in home school projects**
- 6) **To obtain basic background information on the available teachers in the villages.**
 - a- on male teachers
 - b- on female teachers relatives (father or husband)
- 7) **To obtain information on various current situations or conditions of schools and "education shura" and (village education committee) .**

* The survey form was prepared by Mrs. Nadeen Grant and Mrs. Ellen Kalnthought. COPE consultants in pilot stage 1994 – 1995.

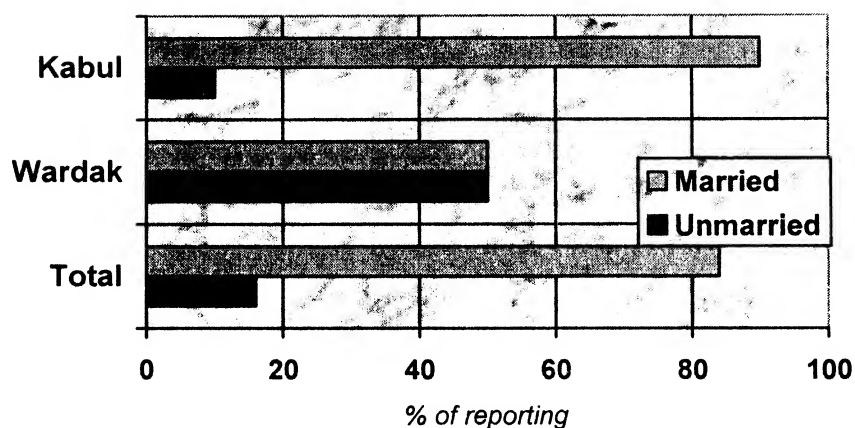


Figure (25): Teachers marital status reported through the interviews

6.4 – Number of children of teachers: (Table 5, annex 1 & figure 26)

On this aspect, in all of the 6 surveyed districts, 25 interviews have given responses (table 5 annex 1. On provincial bases these responses are summarized in table (10) of the text as follows:

Table (10): Teachers classification on the basis of number of children.

No. of Children	No. and proportion of the interviews reporting							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
Non	1	11	2	13	0	0	3	12
1 – 6	5	55	10	67	1	100	16	64
>6	3	33	3	20	0	0	6	24
Total	9	100	15	100	1	100	25	100

In a graphical illustration, numbers of children of teachers reported through the interviews are presented on provincial basis in figure (26).

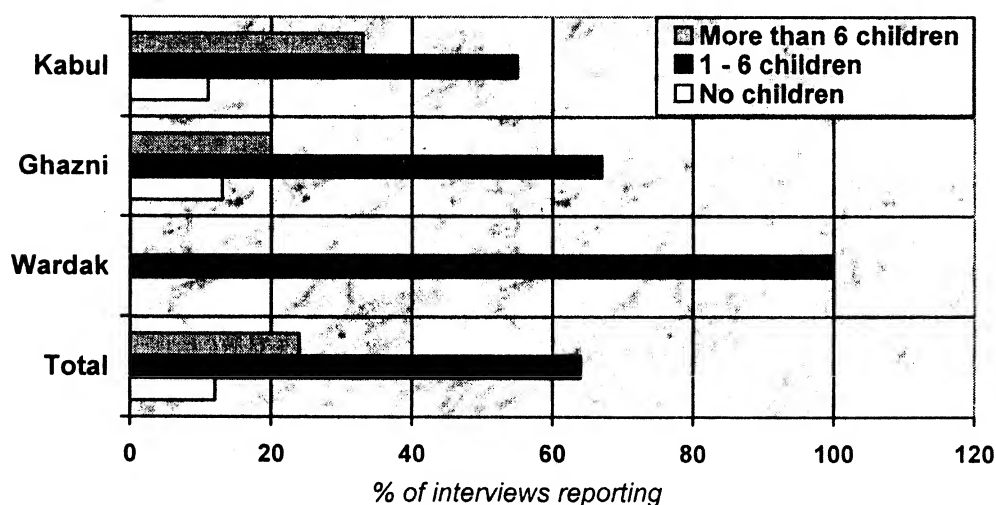


Figure (26): Teachers children reported through interviews

6.5 – Mother language of teachers: (Table 5, annex 1 & figure 27 text)

Referring to table 5, annex 1, 68% of interviews carried out in the 6 surveyed districts have reported “Pashto” as the mother language of the teachers, while 32% have indicated Dari as the mother language of the teachers. On provincial basis this reporting is presented in table (11) and figure 27.

Table (11): Teachers mother language specification.

Mother language	No. And proportion of the interviews reporting.							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
Pashto	10	91	9	50	2	100	21	68
Dari	1	9	9	50	0	0	10	32
Total	11	100	18	100	2	100	31	100

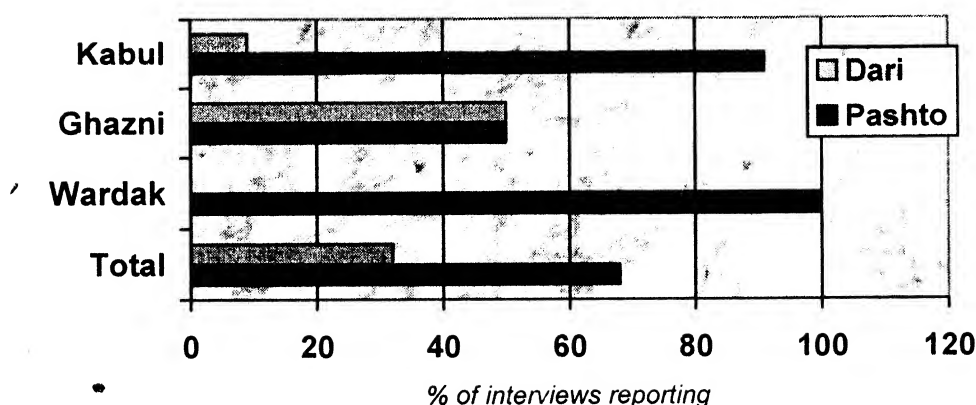


Figure (27): Reporting on proportion of teachers whose mother language is Pashto or Dari

Mother languages of teachers are graphically illustrated in figure (27 text).

In total, about 1/3 of teachers mother languages are reported Dari and 2/3 are reported Pashto. This proportionality on mother languages in Ghazni is equal (50% Pashto & 50% Dari) in Kabul (Khaki-Jabar) it is 91% Pashto and 9% Dari.

6.6 - Second language: (Table 5, annex 1 & figure 28 text)

In all of the 6 surveyed districts, 28 interviews have reported on the second languages of teachers (table 5, annex 1). From these, 19 interviews (68%) indicated Dari and 7 interviews (25%) indicated Pashto as the second language of teachers. Beside these, 2 interviews (8%) of interviews have reported Arabic & English in the categories of second languages. (Table 27 text)

On provincial bases, the reporting on second language is summarized in table (12 text). According to this table, Dari is the predominant second language than Pashto in the surveyed districts of the three provinces

Table (12): Teachers second language specification.

Second language of teachers	No. and proportion of the interviews reporting							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
Pashto	1	8	6	43	0	0	7	25
Dari	9	75	8	57	2	100	19	68
Arabic & English	2	16	0	0	0	0	2	8
Total	12	100	14	100	2	100	28	100

Teachers second language in graphical form is illustrated in figure (28 text).

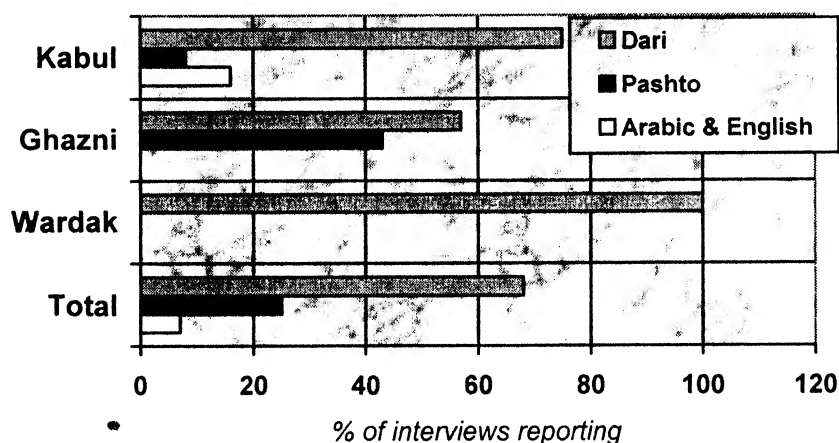


Figure (28): The second language of teachers in the surveyed districts

6.6 – Highest educational background of Teachers: (Table 5, annex 1 & figure 29 text)

The survey has focused on four “Educational background classes” of teachers, which are as follows:

- Secondary school graduate
- Dropout of secondary school
- Middle school graduate
- Primary school graduate

In all of the 6 surveyed districts, 26 interviews have reported on this aspect of teacher’s background. From these interviews, 16 (61%) have reported (secondary school) graduates, 1,(4%) has reported dropouts of the 12 grade, 7 (27%) were reported middle school graduates teachers and 2 interviews (8%), have reported 6 grade (primary school) graduate teachers.

On provincial bases, table (13) and figure (29) present a summary of the distribution of reporting on the level of education of teachers.

Table (13): Distribution of teachers on basis of education level in the surveyed districts of the three provinces.

Level of education Reported	No. and proportion of the interviews reporting							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
12 class (secondary school)	7	58	9	69	0	0	16	61
Dropout from sec. School	1	8	0	0	0	0	1	4
9 th grade (middle school)	4	33	2	15	1	100	7	27
6 th grade (primary school)	0	0	2	15	0	0	2	8
Total	12	100	13	100	1	100	26	100

The data of table (13) is graphically illustrated in figure (29):

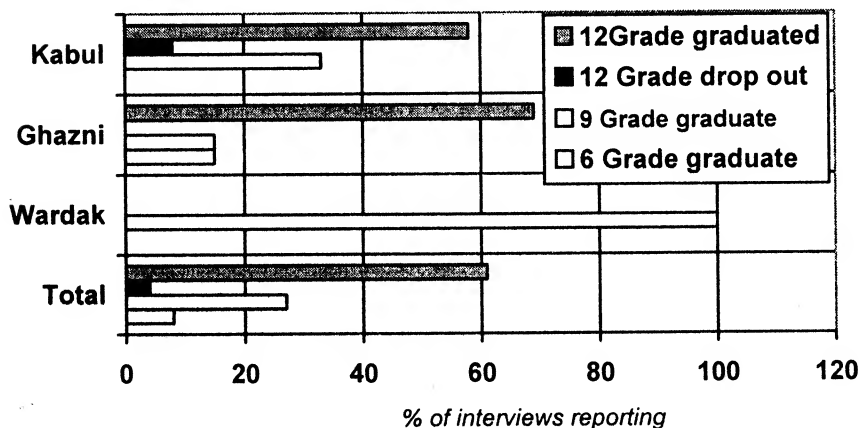


Figure (29): Highest educational background of teachers briefed on provincial basis.

Looking at table 13 and figure 29, teachers in Kabul and Ghazni mostly have 12 grade level of education. 9th grade graduate teachers are the second important group in these provinces. In total of the surveyed areas, the same two level of education is also highly reported.

6.7 –Professional qualification of teachers:

The purpose of this section was to see if teachers are having professional training certificates. With this aspect, in all of the surveyed districts, only 6 interviews in three districts of Ghazni (Khujja-Omri, Ghazni center & Dehyak) have reported professional teachers with teachers training certificates. Other professional degrees or certificates are not reported. (see table 5, annex 1 & figure 30 text)

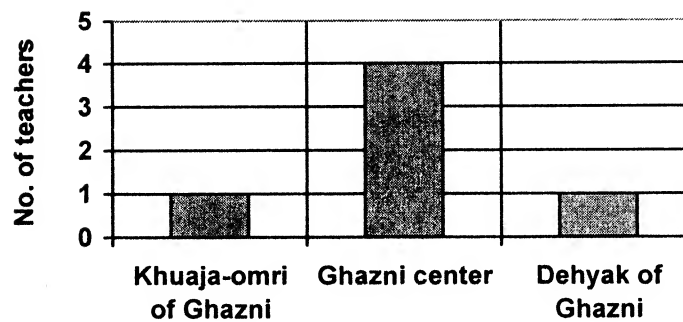


Figure (30): Teachers with teacher training certificates in the 3 districts of Ghazni provinces

6.8 – Motivation to teach: (Table 5, annex 1 & figure 31 text)

The main reason of motivation for teachers to teach have been reported in the three areas as follows:

- Income earning.
- Cooperation to community.
- Personal interest.

In the surveyed communities, multiple responses are reported for these three aspects: Basically in all of the three provinces, 41 responses are reported, from these “personal interest” has been reported 46%, “cooperation to the community” is shown 44% and “earning income” as a motivation is shown by 10% of responses. These motivational aspects of teaching are shown in table (14) as follows:

Table (14): Main motivation of teachers to teach.

Motivation to teach	No. and proportion of interviews reporting							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No	%
Earning income	3	23	1	4	0	0	4	10
Cooperation to the community	7	54	11	42	0	0	18	44
Personal interest	3	23	14	54	2	100	19	46
Total	13	100	26	100	2	100	41	100

These information on teachers motivation to teach are graphically illustrated in figure (31)

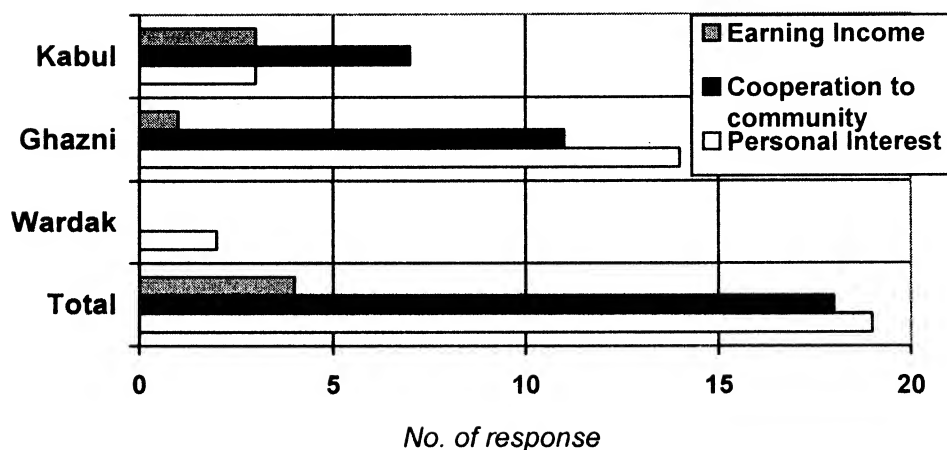


Figure (31): Three aspects of teachers motivation to teach

6.9– Time available for teaching: (Table 5, annex 1 & figure 32 & 33 text)

This point is focussed on teachers time available for teaching. The focus is on three points:

- Working days/ week available for teaching.
- Hours of work/ day available for teaching.
- Suitable hours of the day available for teaching.

Regarding “working days per week”, all of the interviews have reported 6-days/ week as a preferable choice. On “hours per day”, 2 ranges were reported by the interviews. Table (15) of text illustrate these ranges on teaching time in the surveyed villages.

Table (15): Teachers hours of work available per day reported by the interviews. (Interviews No. & proportions reported)

Hours work/ day available	No. and proportion of interviews reporting							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No	%
1 - 3 hours	9	75	18	95	1	50	28	85
4 - 5 hours	2	17	1	5	1	50	4	12
No response	1	8	0	0	0	0	1	3
Total	12	100	19	100	2	100	33	100

About “suitable work hours during the day”, two options have been reported and they are summarized in table (16) of the text on provincial bases.

Table (16): Teachers suitable hours of work/ day.

Suitable hours	No. and proportion of response							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
8 - 12 Am	5	42	9	47	2	100	16	48
1 - 4 Pm	4	33	8	42	0	0	12	36
No response	3	25	2	11	0	0	5	15
Total	12	100	19	100	2	100	33	100

From a total of 33 interviews, 48% showed morning times (8 – 12am) and 36% indicated the afternoon hours (1 – 4pm) as their favored teaching time. Teachers suitable hours of work/ day and suitable working hours/ day for total surveyed areas are illustrated in figure (30) and figure (31) respectively.

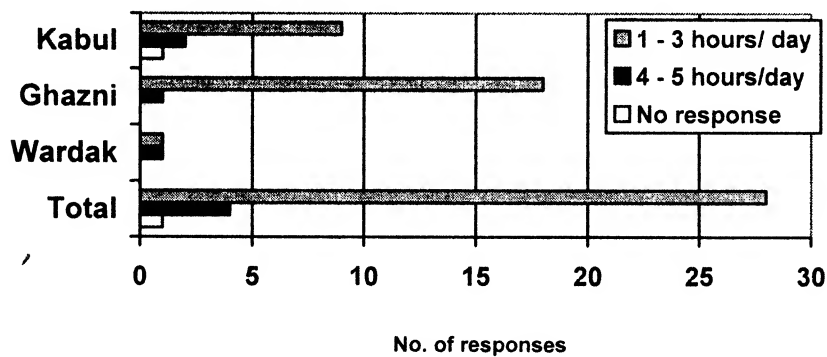


Figure (32): Teachers suitable hours of woork/ day

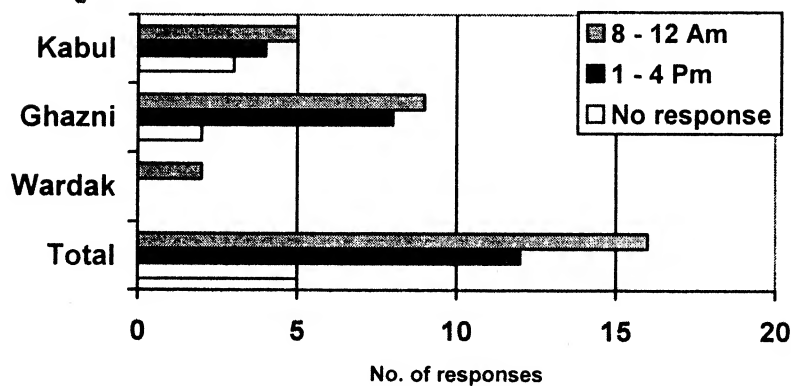


Figure (33): Teachers suitable daily working hours

6.10 – Sources of income for reported male teachers:

For this aspect of the life of teachers in the communities the survey has identified the following sources:

a. Farming b. Animal husbandry c. outside works d. Other sources
as the major alternatives for earning income. In each interview, reports are given on multiple alternatives available and used by teachers.

In 41 responses to the four alternatives available in all of the 6 districts (table 17) for 45% of them, farming is the main source of income, animal husbandry is reported as a source for only 15% of the teachers. Outside work and others (unspecified sources of income) are totally reported for 40% of teachers. On provincial basis the information on sources of income for male teachers are briefed in table (17) as follows:

Table (17): Alternative sources of income for male teachers.

Sources of income	No. and proportion of responses							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
Farming	10	46	9	46	0	0	19	45
Animal husbandry	4	18	2	11	0	0	6	15
Outside work	4	18	4	22	0	0	8	20
Others	4	18	4	21	0	0	8	20
Total	22	100	19	100	0	0	41	101

In the rural communities of the surveyed areas, farming and animal husbandry together are the main economic base and source of income for male teachers. Figure (32) illustrate the main sources of income reported for male teachers.

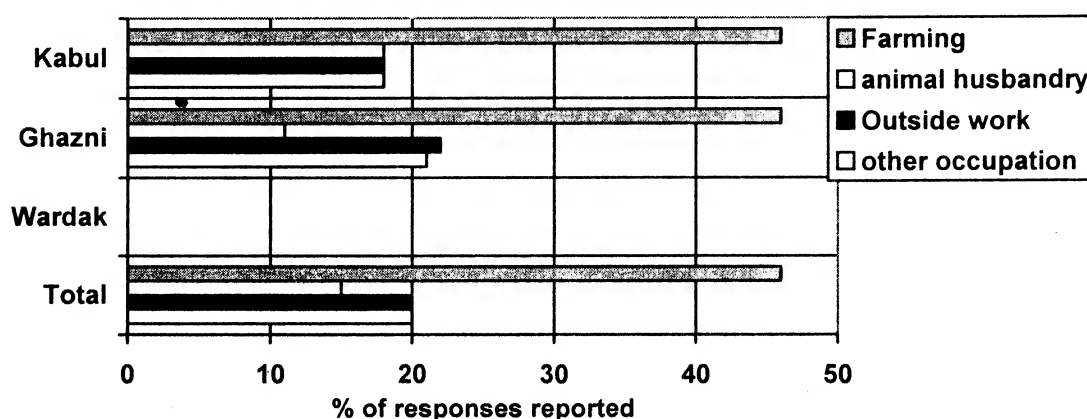


Figure (34): Main sources of income of male teachers as reported through interviews.

6.11 – Women teachers relatives: (Table 5, annex 1)

In order to know about the availability of women teachers in the villages, inquiries were made on the socioeconomic situation of their “close relatives”. This method was used because direct interview of women teachers were not possible and on the other hand women teachers family background was considered as social condition to be known as a background for COPE activities initiatives in the villages. The points, included on this aspect in the survey are briefed as follows:

6.11.1- Women teacher relatives reported:

Only in Khwaja-Omri of Ghazni and in Sayed Abad of Wardak provinces, 3 women teacher's husband and 2 women teacher's fathers were reported. The information from this reporting is summarized in table (18).

6.11.2- Educational background of women teachers relatives:

In Khwaja-Omri of Ghazni, 3 relatives had above 12-grade education and 1 was a 12-grade graduate. Adding one 12 grade graduate relative from Sayed Abad of Wardak, the level of education of 5 female's relatives in total were:

- 12-grade graduate, 2 relatives (40%)
- Above 12 grade, 3 relatives (60%).

Table (18): The Background of women teacher's relatives

The Background of the women teachers' relatives	Khwaja-Omri Ghazni		Sayed Abad Wardak		Total	
	No.	%	No.	%	No.	%
I – Highest level of education	3	75	0	0	3	60
a- Above 12 grade	1	25	1	100	2	40
b- 12 grade						
II – Occupation:						
a- Farmer	1	25	0	0	1	20
b- Medical doctor	1	25	0	0	1	20
c- Not reported	2	50	1	100	3	60
III – Member of shura						
a- Member	3	75	1	100	4	75
b Not member	1	25	0	0	1	25
IV – Welling to allow their wives or daughters to teach:						
a- Yes	3	75	1	100	4	75
b- No response	1	25	0	0	1	25
V – Conditions to allow their wives or daughters to teach:						
a- Good social environment	3	75	1	100	4	75
b- No response	1	25	0	0	1	25

6.11.3- Occupational background of female teachers' relatives:

Female teachers' relatives (father/ husband) occupation were part of inquires of this baseline survey. This aspect was to find/ insure the family economic basis of female teachers in the surveyed villages.

From the 4 teachers relatives, (3 husbands and 1 father) reported in Khwaja-Omri of Ghazni and 1 female teacher's father in Sayed Abad of Wardak. The occupation of 2 relatives in Ghazni has been reported. These occupation were:

Farmer (owner operator)	= 1
Medical doctor	= 1
Total	= 2

6.11.4- For the social status of teachers relatives:

Membership of "community shura" was taken as an indicator. On this aspect, the relatives of the identified 4 female teachers, 3 husbands in Ghazni and 1 father in Wardak were all their own community shura members.

6.11.5-Relatives Intention to allow wives or daughters to teach:

Regarding the female teachers relatives, it was inquired if their intention were to let the female teachers to teach and their ideal conditions for offering this female services to the community.

3 responses of relatives in Ghazni and 1 in Wardak have reported "*good social environment*" as an ideal condition for female teachers to teach.

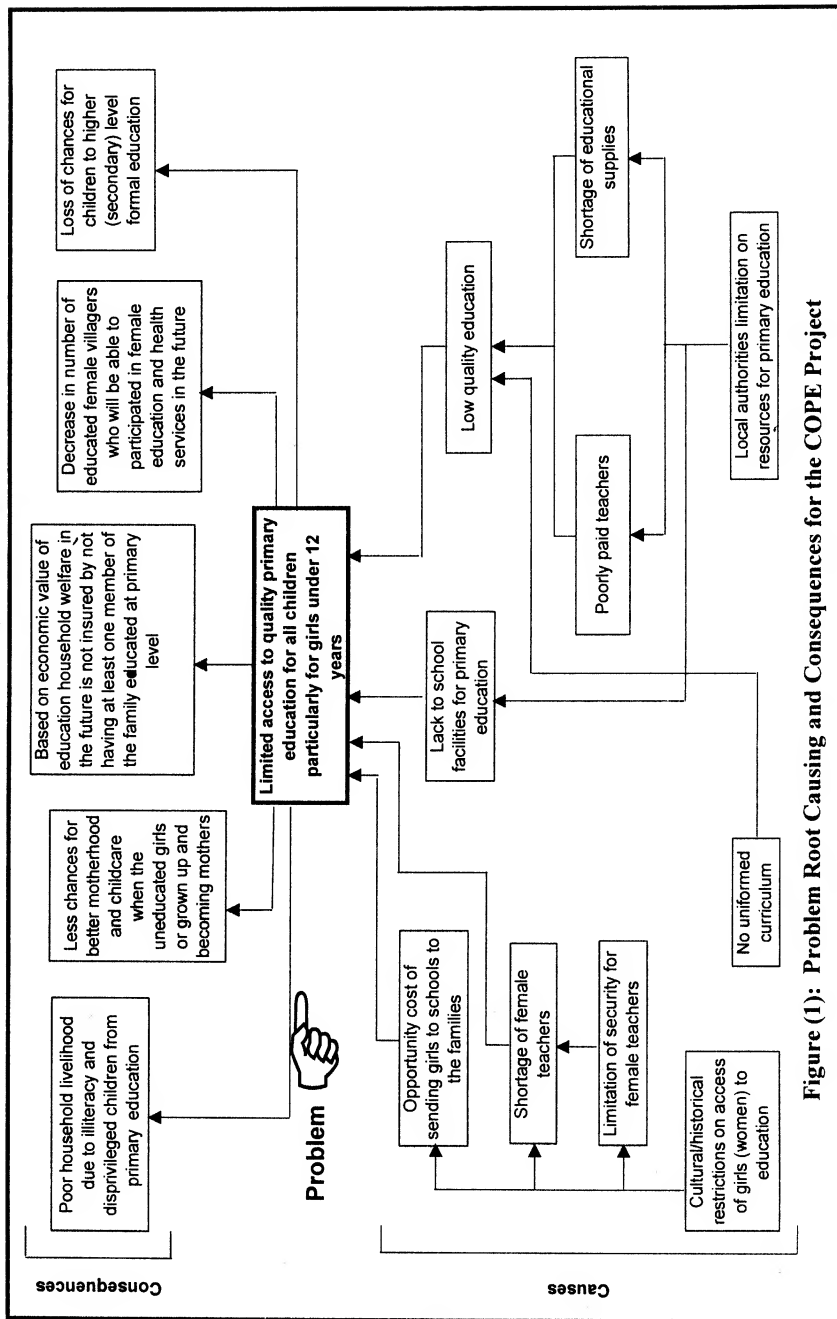


Figure (1): Problem Root Causing and Consequences for the COPE Project

CHAPTER – 7

INFORMATION ON SCHOOLS

Issues, which relate to information on schools covered in the “baseline condition” survey are as follows:

- 7.1- The availability of unused classroom in villages that could be used for COPE schools
- 7.2- The home school location within the village
- 7.3- The type of place for home schools
- 7.4- Description of place for home schools
- 7.5- No. of classes & No. of teachers in the schools
- 7.6- Enrolment of disabled students at the beginning of schools and the age range of the students
- 7.7- Students family background.
- 7.8- Education shura

7.1- The availability of unused classroom for COPE schools: *(Table 6, annex1 & 35)*

From 33 interviews carried out in all of the surveyed districts of the three provinces, only 8 interviews (24%) have reported that unused classrooms in the villages were available to be used as a place for (COPE) schools. 24 interviews (73%) have reported that teaching place was not existing and 3% has given no response. Table (19) of the text and figure (35) illustrates a comparative view of existence of this facilitation in the surveyed villages.

Table (19): Responses on the availability of unused classroom in the surveyed districts of 3 provinces.

Unused class room in the villages	Number & Proportion of responses							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
Exist	2	17	4	21	2	100	8	24
Not exist	9	75	15	79	0	0	24	73
No response	1	8	0	0	0	0	1	3
Total	12	100	19	100	2	100	33	100

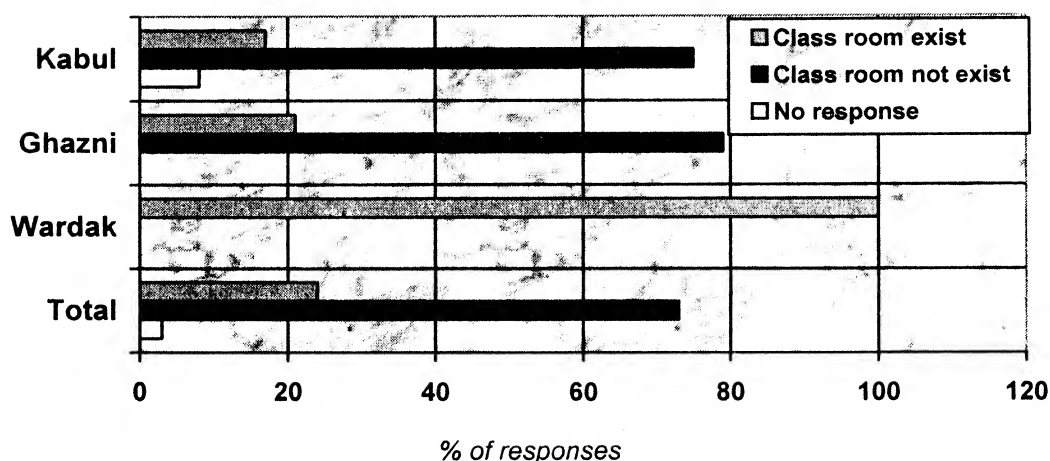


Figure (35): Proportion of responses on existence & non existence of classroom in the suveyed villages

7.2- Home school location: (Table 6, annex 1)

In 33 interviews carried out in 6 districts of 3 provinces, 20 interviews (61%) showed no responses, 10 interviews (30%) indicated that location of schools were in the center of the villages. 3 interviews reported that schools were located at the edge of the villages or unattached to the villages. In Kabul, 60% of reporting showed that schools were located at the center or at the edge of the villages, and 33% give no responses. (see table 6, annex 1)

7.3-Type of place for school: (Table 6, annex 1 & figure 36 text)

The school places inquired during the interviews were, Mosque, Hujra, Government school building, teacher home and other places. The places reported in total with multiple responses are briefed in table (20) of text and figure (36).

Table (20): The type of places available for schools in the villages interviewed

Type of places	Number & proportion of responses							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
Mosque	5	36	13	62	1	50	19	51
Hujra (Guest house)	5	36	6	29	0	0	11	30
Gov. school building	0	0	0	0	0	0	0	0
Teacher homes	4	28	2	9	1	50	7	19
Total	14	100	21	100	2	100	37	100

Table (20) illustrate that Mosques and Hujeras (guest houses) are highly reported as the available type of places for schools in the surveyed villages. Teacher homes are coming next to the Mosque and Hujra as available places . Figure (36) presents the type of school places in comparative context in graphical form.

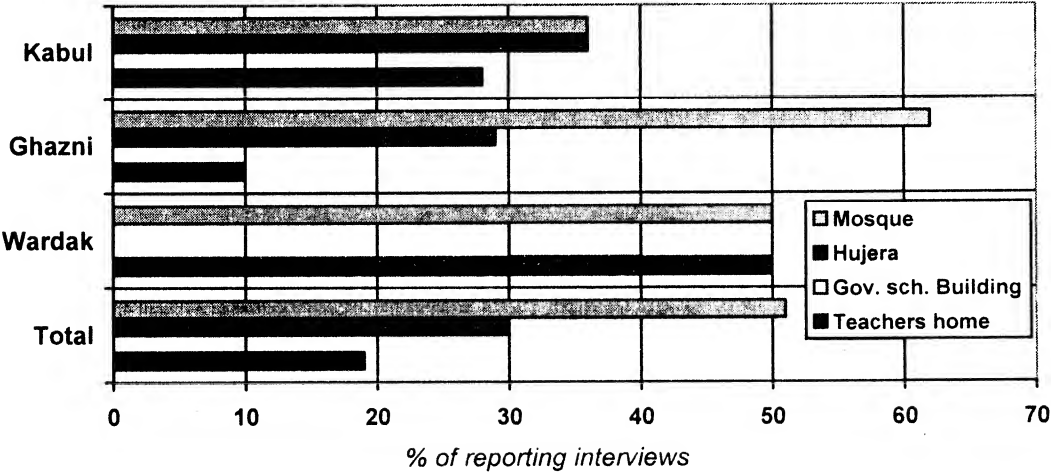


Figure (36): The type of available places for school

7.4- Description of place for schools: (Table 6, annex 1)

23 interviews (70% of all 33 interviews in the surveyed districts) have not reported any responses on description of places for schools. From the remaining responding interviews, (21%) have reported “Mosque” and “Hujra” as teaching places. These descriptions are far from what purpose was set beyond the question. (The survey form has not given any description on the exact purpose of this question. Thus the responses are not pointed to any particular purpose).

7.5-The number of teachers and classes in home school:(Table 6,annex 1 , table20, of text

In all of the surveyed districts, more “classes” as compared to the number of teachers are reported. Table (21) presents the proportion of teachers and classes.

Table (21): Number of teachers & classes reported in the surveyed areas by provinces.

No and proportion reported by provinces			
Provinces	Teachers (No.)	Classes (No.)	Teachers/ classes (No.)
Kabul	18	17	1.06
Ghazni	40	53	0.75
Wardak	2	2	1.00
Total	60	72	0.83

Looking at table (21) of the text, it appears that in total, the number of classes are reported more than the number of teachers in the surveyed districts. In Ghazni, there are more classes than the teachers (0.75 teachers per class)

7.6-Enrollment of disabled students and age of students:(Table 6,annex 1 table 22, text)

In all of the 6 surveyed districts, the enrolment of 2268 school boys and school girls students have been reported. On proportional basis, there were 1240 (55%) boys and 1028 (48%) girls.

On provincial bases, (4 districts of Ghazni, 1 district of Kabul and 1 district of Wardak) the enrollment and the proportion of boys and girls are briefed in table (22).

Table (22): The proportion of girls and boys enrolled in the surveyed districts of the three provinces.

Provinces	Enrolled boys (No.)	Enrolled girls (No.)	Total (No.)	Proportional picture	
				Boys %	Girls %
Kabul	198	298	496	40	60
Ghazni	1012	686	1698	60	40
Wardak	30	44	74	41	59
Total	1240	1028	2268	55	45

In all of the surveyed districts, 7 disabled students in Kabul (Khaki-Jabar) district and 1 disabled student in Ghazni center was reported. In Kabul Khaki-Jabar district disabled enrolled students are about 1.4% of the total 496 enrolled students.

7.6.1- Information on age ranges of the enrolled students: (Table 6, annex 1 table 23 text)

The age range of the enrolled students reported is from 6 years to 12 years in all of the surveyed districts.

These ranges on provincial bases are briefed in table (23) of the text.

Table (23): enrollment age of students in the surveyed districts of the 3 provinces.

Enrollment age (year)	No. & Proportion of responses							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
6 - 8	0	0	1	5	0	0	1	3
6 - 9	12	100	4	21	0	0	16	48
6 - 10	0	0	10	53	0	0	10	30
6 - 11	0	0	1	5	1	50	2	6
6 - 12	0	0	2	11	1	50	3	9
No response	0	0	1	5	0	0	1	
Total	12	100	19	100	2	100	33	100

The figures of table (23) illustrate that:

- The range of enrollment age of students is between 6 – 9 years in Kabul.
- This range in Ghazni is from 6 – 12 years.
- In Wardak it is also from 6 – 12 years.

The late enrollment ages, in Ghazni and Wardak reflects two reasons:

- 1) In the two provinces outside of Kabul, (because of lack of schools) mostly children are delayed from proper aged for school enrollment.
- 2) Parents in these provinces including (Ghazni & Wardak) are willing to enroll their children to school even in relatively higher than proper school age of enrollment.

7.7- Students family background: (Table 6, annex1 & figure 37 text)

In total, the survey showed that 70% of students families are farmers or land less villagers. The remaining 20% are livestock owner, laborer and some salaried employment. On provincial bases this background is illustrated in table (24) and figure (37).

Table (24): Students family background.

Family Background	Number & proportion of responses							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
Farmers	198	40	794	47	28	38	1020	45
Land less villagers	78	16	462	27	30	41	570	25
Livestock owners	66	13	176	10	12	16	254	11
Salaried employment	26	5	21	1	0	0	47	2
Labourers	0	0	245	15	4	5	249	11
Unspecified	128	26	0	0	0	0	128	6
Total	496	100	1698	100	74	100	2268	100

The student family background is illustrated in graphical form in figure 37.

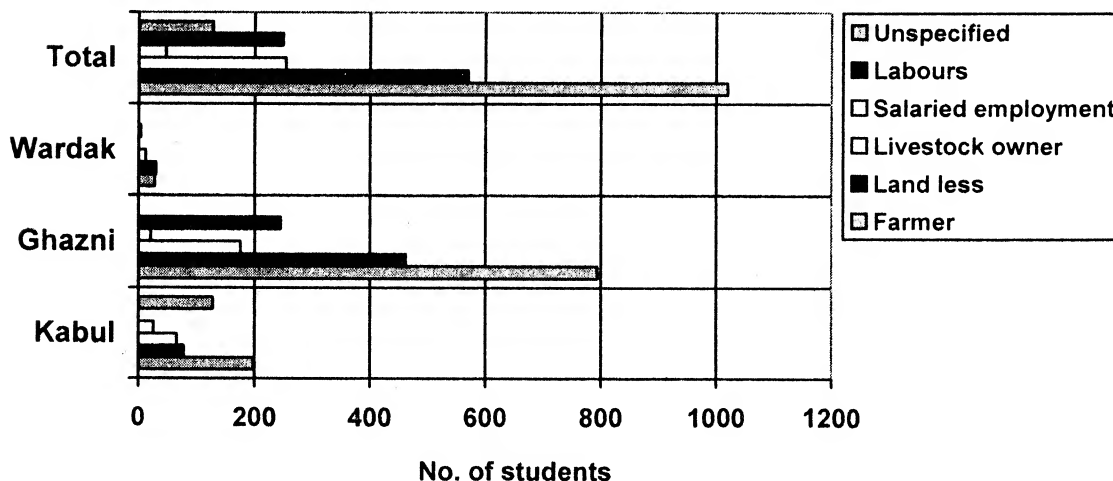


Figure (37): Total students family background for the 6 surveyed districts of the three provinces

7.8- Education of Shura members: (Table6, annex 1,table 26 text & figur38)

Inquiries on community shura members level of education were carried out during the baseline conditions survey. (see table 6, annex 1) The member's educational backgrounds are briefed on provincial basis in table 25 as follows:

Table (26): Shura members educational background.

Shura members Educational background	Number & proportion of responses							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
Univ. Diploma	1	3	8	14	0	0	9	9
Secondary school	1	3	7	12	1	17	9	9
Middle school	1	3	0	0	0	0	1	1
Primary school	0	0	0	0	0	0	0	0
Unspecified edu.	2	6	13	22	3	50	18	19
Uneducated	0	0	8	14	2	33	10	10
No response	28	85	22	38	0	0	50	52
Total	33	100	58	100	6	100	97	100

From the total of 97 Shura members reported in all of the surveyed districts (right hand columns), only 19% were having University Diploma, secondary school or middle school education. From the remaining 81% of the members, 29% were uneducated or with unspecified education, and 52% has remained unknown (or with no responses on their education).

7.9- Shura members occupation and positions:(Table 6 Annex1, figure 38 text)

Looking at table 6, annex 1 last section, and table 26 text, from the total of 97 Shura members in all of the surveyed communities, 46% are "chief of the villages" and "elder of the villages", (27%) are having local occupations as "farmers". The remaining 27% are having other occupations, such as "government paid jobs", "shopkeepers", "Imam of Mosque", teachers...etc.

Figure (38): Illustrate the occupational or position distribution of the 97 members of the education Shura of the 6 surveyed districts.

Table (26) Shura members occupational background:

Occupational back ground	No. & proportion of responses							
	Kabul		Ghazni		Wardak		Total	
	No.	%	No.	%	No.	%	No.	%
Village chief	2	16	10	17	0	0	2	12
Village elder	5	15	26	45	2	33	33	34
Government employee	3	9	2	3	1	17	6	6
Medical doctor	0	0	1	2	0	0	1	1
Imam of Mosque	1	3	2	3	1	17	4	4
Teacher	1	3	2	3	1	17	4	4
Shape keeper	1	3	4	7	0	0	5	5
Farmer	12	48	9	16	1	17	26	27
Driver	2	6	0	0	0	0	2	2
Laborer	2	6	0	0	0	0	2	2
Commander	0	0	1	2	0	0	1	1
No responses	0	0	1	2	0	0	1	1
Total	33	100	68	100	6	100	96	100

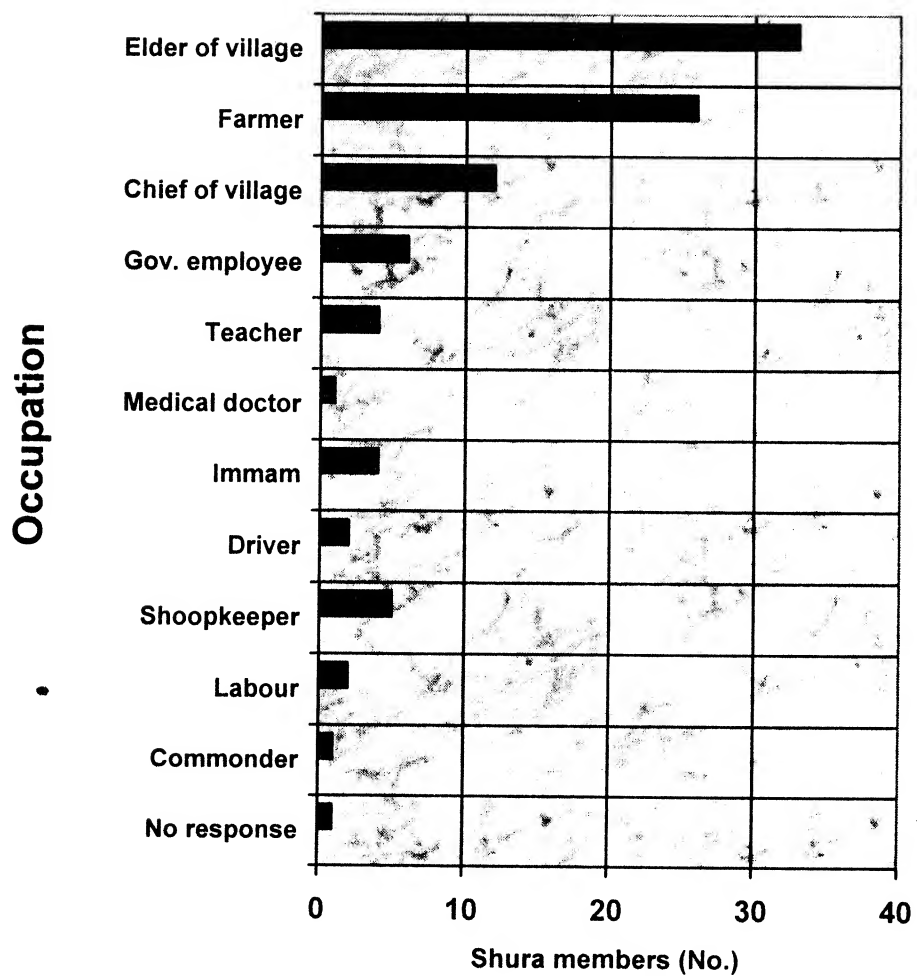


Figure (38): Occupation of 97 members of education shura in 6 surveyed districts

ANNEX - 1

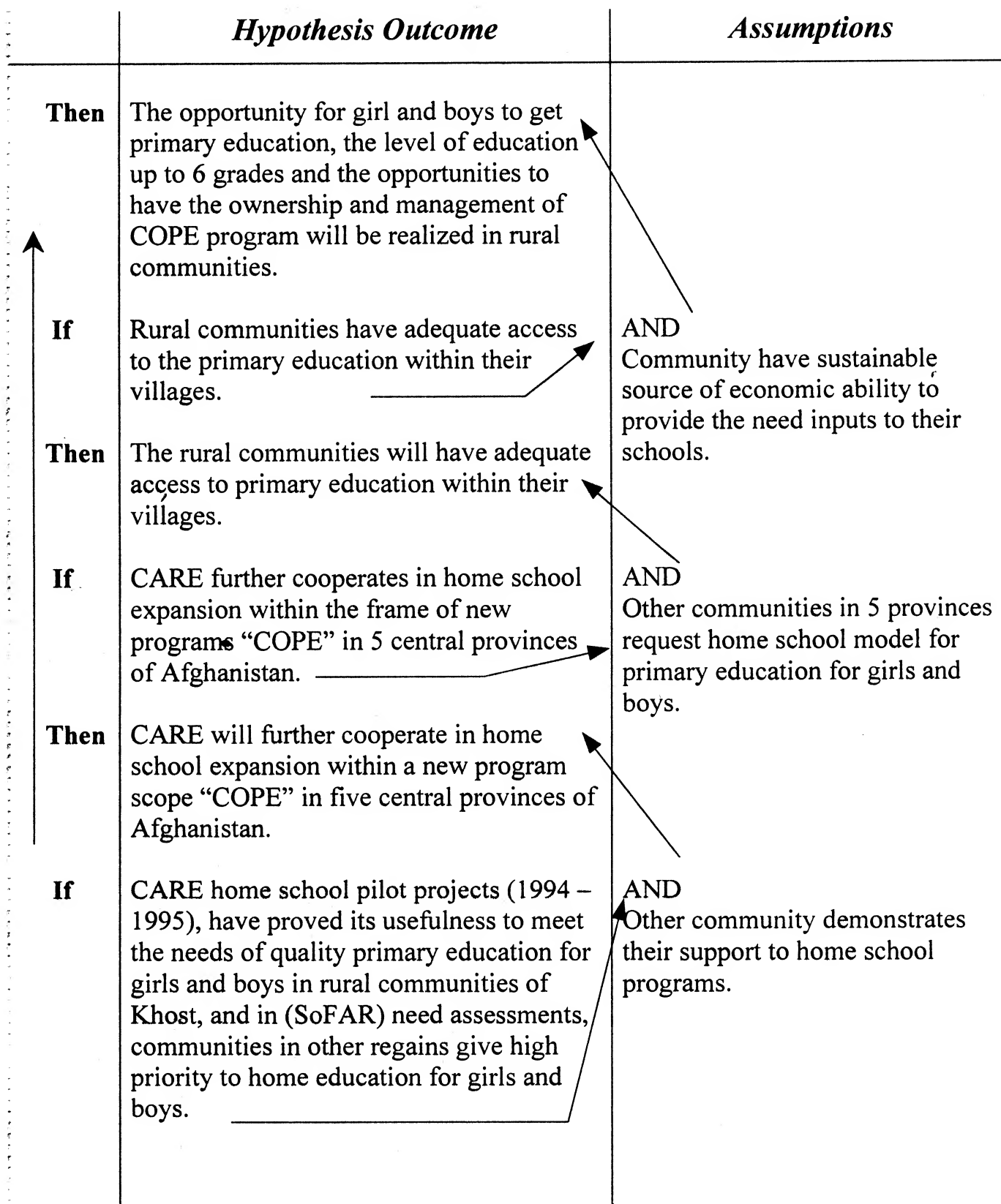


Table	Title	Page
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Table (5)	Information on Teachers	AI-5-8
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Table(1): Opportunities for primary education, COPE Baseline condition Suvey.

Opportunities	Kabul		Ghazni								Ghazni province		Wodak		Totale	
	Khak-i-Jabar		Kh.Omeri		Jaghato		Ghazni Center		Dehyak				Sayed Abad			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I- Schools Available																
A -For Girls																
- Available	5	42	3	75	0	0	4	50	3	100	10	53	0	0	15	45
- Not available	7	58	1	25	4	100	4	50	0	0	9	47	2	100	18	55
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
B- For Boys																
-Available	5	42	1	25	1	25	3	38	3	100	8	100	1	50	14	42
-not available	7	58	3	75	3	75	5	63	0	0	0	0	1	50	19	58
Total	12	100	4	100	4	100	8	100	3	100	8	100	2	100	33	100
II- Type schools Available																
A- For Girls																
- Gov. Prim. School	4	80	0	0	0	0	0	0	0	0	0	0	0	0	4	27
- Mousque	1	20	3	100	0	0	4	100	3	100	10	100	0	0	11	73
- Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	5	100	3	100	0	0	4	100	3	100	10	100	0	0	15	73
B- For Boys															0	0
- Gov.Prim. School	5	100	0	0	0	0	0	0	0	0	0	0	0	0	5	33
-Mousqu	0	0	1	100	0	0	3	60	3	100	7	70	0	0	7	47
- other	0	0	0	0	1	100	2	40	0	0	3	30	0	0	3	20
Total	5	100	1	100	1	100	5	100	3	100	10	100	0	0	15	100
III- Co-education Exisitance.																
- Exisist	0		0		0		0		0		0	0	0		0	0
- Not Exist	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	220
IV-Attend.School in other villages																
A- Girls:																
- Gov. Prim School	0	0	0	0	0	0	150	43	0	0	150	41	0	0	150	41
- Mousqu	0	0	0	0	0	0	200	57	20	100	220	59	0	0	220	59
- Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	350	100	20	100	370	100	0	0	370	2467
B- Boys:															0	0
- Gov. Prim School	18	100	62	44	10	100	418	37	12	19	502	37	25	33	545	38
- Mousqu	0	0	80	56	0	0	710	63	50	81	840	63	50	67	890	62
- Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	18	100	142	100	10	100	1128	100	62	100	1342	100	75	100	1435	100
V- Avr. Distance to nearest primary school																
-km.	5		5		6		5		8				21			

Figure (2): COPE Project Hypotheses Diagram



Table(2): Community interest in education, COPE Baseline, condition survey.

Interest status	Kabul		Ghazni								Ghazni province		Wodak		Totale	
	Khak-i-Jabar		Kh.Omen		Jaghato		Ghaz.Center		Dehyak				Sayed Abad			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I- Edu. acceptance By Leaders																
- Accepted	12	100	4	100	1	25	6	75	3	100	14	74	2	100	28	85
- Not accepted	0	0	0	0	1	25	0	0	0	0	1	5	0	0	1	3
- Accept+Not accept.	0	0	0	0	2	50	2	25	0	0	4	21	0	0	4	12
Totale	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
II-Parent's Interest in Education																
-To educate boys																
Non	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
>50%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50%	0	0	0	0	1	25	0	0	0	0	1	5	0	0	1	3
<50%	1	8	0	0	3	75	4	50	0	0	7	37	1	50	9	27
100%	11	92	4	100	0	0	4	50	3	100	11	58	1	50	23	70
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
-Toeducate Girls																
Non	0	0	0	0	1	25	0	0	0	0	1	5	0	0	1	3
>50%	0	0	0	0	1	25	0	0	0	0	1	5	0	0	1	3
50%	0	0	0	0	1	25	3	38	0	0	4	21	0	0	4	12
<50%	2	17	0	0	1	25	2	25	1	33	4	21	0	0	6	18
100%	10	83	4	100	0	0	3	38	2	67	9	47	2	100	21	64
Totale	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
III- Why Girls Not attend Prim. Sch.																
- Parrents don't want	0	0	0	0	1	14	0	0	0	0	1	3	1	50	2	4
- Lack of facilities	12	100	4	57	3	43	7	39	2	67	16	46	1	50	29	59
- No sepatat Girl School	0	0	3	43	2	29	6	33	0	0	11	31	0	0	11	22
- Lack of Teachers For Gir.	0	0	0	0	1	14	5	28	1	33	7	20	0	0	7	14
Totale	12	100	7	100	7	100	18	100	3	100	35	100	2	100	49	100
VI- Community Priority If Edu. Expands																
- Primery classes for boys	0	0	0	0	2	20	3	20	1	17	6	16	2	33	8	14
- Primet classes fo Girls	1	8	1	17	1	10	2	13	1	17	5	14	2	33	8	14
- Primery classes for both	9	69	3	50	2	20	4	27	2	33	11	30	0	0	20	36
- Mousqu School for Boys	1	8	1	17	2	20	1	7	0	0	4	11	0	0	5	9
- MousquSchool for Girls	2	15	1	17	1	10	1	7	2	33	5	14	1	17	8	14
- Mousqu school for both	0	0	0	0	2	20	4	27	0	0	6	16	1	17	7	13
Totale	13	100	6	100	10	100	15	100	6	100	37	100	6	100	56	100
V- Expected Enrolment if Edu. begun .																
a: For Boys No.	199	39	131	45	230	73	665	55	400	62	1426	58	380	68	2005	57
b: For Girls No.	307	61	163	55	85	27	535	45	250	38	1033	42	180	32	1520	43
Totale	506	100	294	100	315	100	1200	100	650	100	2459	100	560	100	3525	100
VI- Parents permitting of Co-Education																
a: Not permitting	0	0	0	0	1	25	0	0	1	33	2	11	0	0	2	6
b: permit from class 1- 3	11	100	1	25	2	50	8	67	2	67	9	47	2	100	26	72
c: permit from class 4- 6	0	0	3	75	1	25	4	33	0	0	8	42	0	0	8	22
Total	11	100	4	100	4	100	12	100	3	100	19	100	2	100	36	100

Table (3): The Status of schools and teachers availability, COPE baseline condition survey.

The Status	Kabul		Ghazni								Ghazni province		Wodak		Totale	
	Khak-i-Jabar		Kh. Omeri		Jaghato		Ghaz. Center		Dehyak				Sayed Abad			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I- Local persons available to become teachers if edu. were to begun																
a- Available	12	100	4	100	3	75	8	100	3	100	18	95	1	50	31	94
b -Not available	0	0	0	0	1	25	0	0	0	0	1	5	1	50	2	6
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
If available and willing to teach:																
a- Male with secondary school or Higher level edu.	9	60	4	44	3	75	8	57	3	100	18	60	1	50	28	60
b- Male with mid.school level edu.	2	13	4	44	0	0	3	21	0	0	7	23	0	0	9	19
c- Male with primary school edu.	4	27	1	11	1	25	3	21	0	0	5	17	1	50	10	21
Total	15	100	9	100	4	100	14	100	3	100	30	100	2	100	47	100
d- Femal with secondary school or Higher level edu.	2	100	3	50	0	0	1	50	0	0	4	40	0	0	6	46
e- Femal with mid.school level edu.	0	0	0	0	0	0	1	50	2	100	3	30	1	100	4	31
f- Femal with primary school edu.	0	0	3	50	0	0	0	0	0	0	3	30	0	0	3	23
Total	2	100	6	100	0	0	2	100	2	100	10	100	1	100	13	100
g- Retired male teacher.	0	0	0	0	0	0	0	0	0	0	0	0	1	100	1	14
h -Other educated male (Spicfy)	0	0	0	0	2	100	0	0	0	0	2	33	0	0	2	29
i- Other educated female (spicify)	0	0	3	100	0	0	0	0	1	100	4	67	0	0	4	57
Total	0	0	3	100	2	100	0	0	1	100	6	100	1	100	7	100
II- Parents acceptance of male teachers for girles schools																
a-Not accept male teacher.	0	0	0	0	1	20	0	0	0	0	1	4	0	0	1	2
b-Accept male teacher .	5	36	1	20	1	20	3	33	1	17	6	24	1	50	12	29
- For grade 1- 3	8	57	0	0	2	40	4	44	2	33	8	32	1	50	17	41
- For grade 4- 6	1	7	4	80	1	20	2	22	3	50	10	40	0	0	11	27
Total	14	100	5	100	5	100	9	100	6	100	25	100	2	100	41	100
III-Type of male teacher acceptable																
- A local male teachear	11	92	3	27	3	38	5	42	3	33	14	35	2	33	27	47
- A retired male teacher	0	0	4	36	2	25	1	8	3	33	10	25	2	33	12	21
- Immam of Mousque	1	8	4	36	3	38	6	50	3	33	16	40	2	33	19	33
- Others (specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	100	11	100	8	100	12	100	9	100	40	100	6	100	58	100

Table(4): Potencial community cotibution to the schooling. COPE baseline condition survey.

Contribution	Kabul		Ghazni								Ghazni province		Wodak		Totale	
	Khak-i-Jabar		Kh.Omeri		Jaghato		Ghaz.Center		Dehyak		Ghazni province		Sayed Abad			
	No.	%	No.	%	No.	%	No.	%	No.	%			No.	%	No.	%
I- Cotributions spicified:																
a - Building / room	9	39	4	50	4	50	8	50	1	25	17	47	2	67	28	45
b - Boundry wall	3	13	0	0	0	0	0	0	0	0	0	0	1	33	4	6
c -Teacher's salary	11	48	4	50	4	50	8	50	3	75	19	53	0	0	30	48
d - Others (spicify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	23	100	8	100	8	100	16	100	4	100	36	100	3	100	62	100
II - Cotributions managed by:																
a - Shura	1	8	3	43	2	33	4	33	0	0	9	32	0	0	10	24
b- Village education commit.	11	92	4	57	4	67	8	67	3	100	19	68	2	100	32	76
c- Others (spicify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	100	7	100	6	100	12	100	3	100	28	100	2	100	42	100

Table(5): Information on teachers. COPE baseline condition survey.

Informtion	Kabul province		Ghazni districts								Ghazni province		Wodak province		Totale	
	Khak-i-Jabar		Kh.Omeri		Jaghato		Ghaz.Center		Dehyak				Sayed Abad			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I- Gender:																
a- Male	12	100	0	0	4	100	8	100	3	100	15	79	1	50	28	85
b- female	0	0	4	100		0	0	0		0	4	21	1	50	5	15
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
II-Age (years)																
a- < 25	1	11	2	67	0	0	0	0	0	0	2	12	1	50	4	14
b- 25 - 30	3	33	1	33	0	0	1	17	1	33	3	18	1	50	7	25
c- 31 - 35	2	22	0	0	0	0	0	0	0	0	0	0	0	0	2	7
d- 36 - 40	2	22	0	0	1	25	2	33	1	33	4	24	0	0	6	21
e- 41- 45	1	11	0	0	0	0	3	50	0	0	3	18	0	0	4	14
f- 46- 50	0	0	0	0	3	75	1	17	1	33	5	29	0	0	5	18
Total	9	100	3	100	4	100	6	100	3	100	17	100	2	100	28	100
III- Marital status:																
a - unmarried	1	10	1	25	0	0	0	0	2	67	3	16	1	50	5	16
b- Married	9	90	3	75	4	100	8	100	1	33	16	84	1	50	26	84
Total	10	100	4	100	4	100	8	100	3	100	19	100	2	100	31	100
VI - No. of children:																
a- Non	1	11	0	0	0	0	1	13	1	100	2	13	0	0	3	12
b- 1- 2	2	22	0	0	0	0	0	0	0	0	0	0	0	0	2	8
c- 3- 4	2	22	1	50	0	0	0	0	0	0	1	7	1	100	4	16
d- 5- 6	1	11	1	50	4	100	4	50	0	0	9	60	0	0	10	40
e- > 6	3	33	0	0	0	0	3	38	0	0	3	20	0	0	6	24
Total	9	100	2	100	4	100	8	100	1	100	15	100	1	100	25	100
V - Mother Language																
a- Pushto	10	91	1	25	3	75	3	38	2	100	9	50	2	100	21	68
b- Dari	1	9	3	75	1	25	5	63		0	9	50		0	10	32
Total	11	100	4	100	4	100	8	100	2	100	18	100	2	100	31	100
VI -secod language																
a- Pushto	1	8	0	0	1	25	5	63	0	0	6	43	0	0	7	25
b- Dari	9	75	1	100	3	75	3	38	1	100	8	57	2	100	19	68
c- Arabic	1	8	0	0	0	0	0	0	0	0	0	0	0	0	1	4
d- English	1	8	0	0	0	0	0	0	0	0	0	0	0	0	1	4
e- Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	100	1	100	4	100	8	100	1	100	14	100	2	100	28	100

Table(5): Information on teachers. COPE baseline condition survey.

Informtion	Kabul province		Ghazni districts								Ghazni province		Wodak province		Totale	
	Khak-i-Jabar		Kh.Omeri		Jaghato		Ghaz.Center		Dehyak				Sayed Abad			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
VII - Highest edu. background																
a- 12 class (seconary)	7	58	3	100	4	100	2	50	0	0	9	69		0	16	62
b- Dropped out from 12 class	1	8	0	0	0	0	0	0	0	0	0	0		0	1	4
c- 9 class (middle)	4	33	0	0	0	0	0	0	2	100	2	15	1	100	7	27
d- 6 class (primery)	0	0	0	0	0	0	2	50	0	0	2	15		0	2	8
Total	12	100	3	100	4	100	4	100	2	100	13	100	1	100	26	100
VIII - Professional qualification:																
a- Teacher Trainig Colage Cert.	0	0	1	100	0	0	4	100	1	100	6	100	0	0	6	100
b- Others (specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	100	0	0	4	100	1	100	6	100	0	0	0	100
IX- Motivations to Teach:																
a- Earning Income	3	23	0	0	1	14	0	0	0	0	1	4	0	0	4	10
b- Cooperation to the commun.	7	54	4	80	3	43	3	30	1	25	11	42	0	0	18	44
c- Personal Interest	3	23	1	20	3	43	7	70	3	75	14	54	2	100	19	46
d- Others (spicify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	13	100	5	100	7	100	10	100	4	100	26	100	2	100	41	100
X - Time available for teaching																
a- Days / week (6)	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
b- Average hours / Day	3		2.5		2.5		3		3		3		4		3	
Range:																
1 - 3	9	75	4	100	4	100	7	88	3	100	18	95	1	50	28	85
3 - 5	2	17	0	0	0	0	1	13	0	0	1	5	1	50	4	12
No respose	1	8	0	0	0	0	0	0	0	0	0	0	0	0	1	3
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
c-suitable hours during the day																
- Between 8 - 12 Am	5	42	0	0	2	50	5	63	2	67	9	47	2	100	16	48
- Between 1 - 4 Pm	4	33	3	75	2	50	3	38	0	0	8	42		0	12	36
- No response	3	25	1	25	0	0	0	0	1	33	2	11			5	15
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100

Table(5): Information on teachers. COPE baseline condition survey.

Informtion	Kabul province		Ghazni districts								Ghazni province		Wodak province		Totale	
	Khak-i-Jabar		Kh.Omeri		Jaghato		Ghaz.Center		Dehyak				Sayed Abad			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
XI - Sources of Income:																
a - Farming	10	45	4	80	1	25	1	14	3	100	9	47	0	0	19	46
b - Animal husbandry	4	18	1	20	0	0	1	14	0	0	2	11	0	0	6	15
c - Outside work	4	18	0	0	2	50	2	29	0	0	4	21	0	0	8	20
d - Others	4	18	0	0	1	25	3	43	0	0	4	21		0	8	20
Total	22	100	5	100	4	100	7	100	3	100	19	100	0	0	41	100
XII - Women teacher relatives:																
a - Name of father / husband	0	0	0	0	0	0	0	0	0	0						
b- relation to teacher	0	0	0	0	0	0	0	0	0	0						
- Husband	0	0	3	75	0	0	0	0	0	0	3	75			3	60
- Father	0	0	1	25	0	0	0	0	0	0	1	25	1	100	2	40
- others (specify)	0	0	0	0	0	0	0	0	0	0	0	0			0	0
Total	0	0	4	100	0	0	0	0	0	0	4	100	1	100	5	100
c-Educational background highest																
- above 12 grade	0	0	3	75	0	0	0	0	0	0	3	75	0	0	3	60
- 12 grade	0	0	1	25	0	0	0	0	0	0	1	25	1	100	2	40
- 9 grade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- 6 grade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	4	100	0	0	0	0	0	0	4	100	1	100	5	100
d- Occupation:																
- Farmer (owner operator)	0	0	1	50	0	0	0	0	0	0	1	50	0	0	1	50
- Farmer (sharecropper)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Animal husbandry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Shop keeper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- government work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Others (M.D)	0	0	1	50	0	0	0	0	0	0	1	50	0	0	1	50
Total	0	0	2	100	0	0	0	0	0	0	2	100	0	0	2	100

Table(5): Information on teachers. COPE baseline condition survey.

Informtion	Kabul province		Ghazni districts								Ghazni province		Wodak province		Totale	
	Khak-i-Jabar		Kh.Omeri		Jaghato		Ghaz.Center		Dehyak				Sayed Abad			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
e- Membership of shura																
- Member	0	0	3	75	0	0	0	0	0	0	3	75	1	100	4	80
- not member	0	0	1	25	0	0	0	0	0	0	1	25	0	0	1	20
Total	0	0	4	100	0	0	0	0	0	0	100	1	100	5	100	
f- Have intention to:																
- let their wife/daughter to teach	0	0	3	75	0	0	0	0	0	0	3	75	1	100	4	80
- not let their wife/daughter	0	0	0	0	0	0	0	0	0	1	0				0	0
- No responses	0	0	1	25	0	0	0	0	0	2	1	25			1	20
Total	0	0	3	100	0	0	0	0	0	0	4	100	1	100	5	100
g- Conditions to let wife/daughter to teach																
- Good environment	0	0	3	75	0	0	0	0	0	0	3	75	1	100	4	80
- No responses	0	0	1	25	0	0	0	0	0	0	1	25	0	0	1	20
Total	0	0	4	100	0	0	0	0	0	0	4	100	1	100	5	100

Table(6): Information on schools. COPE baseline survey April 2000

Information	Kabul		Ghazni districts								Ghazni province		Wodak		Totale	
	Khak-i-Jabar	Kh.Omeri	Jaghato	Ghaz.Center	Dehyak	No.	%	No.	%	No.	%	No.	%	Sayed Abad	No.	%
I- Unused room for classes:																
a - exist	2	17	2	50	0	0	2	25	0	0	4	21	2	100	8	24
b - not exist	9	75	2	50	4	100	6	75	3	100	15	79	0	0	24	73
c- No response	1	8	0	0	0	0	0	0	0	0	0	0	0	0	1	3
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
II - home school location																
a -Center of the village	7	58	0	0	1	25	2	25	0	0	3	16	0	0	10	30
b -At th edge of the village	1	8	0	0	1	25	0	0	0	0	1	5	0	0	2	6
c-Outside un attached to village	0	0	0	0	1	25	0	0	0	0	1	5	0	0	1	3
d- Far distance from the village	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
e- No response	4	33	4	100	1	25	6	75	3	100	14	74	2	100	20	61
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
III -Type of place for school																
a - Mosque	5	36	2	50	2	67	7	64	2	67	13	62	1	50	19	51
b - Hujra	5	36	0	0	1	33	4	36	1	33	6	29	0	0	11	30
c - Government school building	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
d - Teacher's home	4	29	2	50	0	0	0	0	0	0	2	9	1	50	7	19
e - Others		0		0		0		0		0	0	0		0	0	0
Total	14	100	4	100	3	100	11	100	3	100	21	100	2	100	37	100
IV - Discription of place for school																
a- Mosque	1	8		0	2	50	1	13		0	3	16		0	4	12
b- Guest house	2	17				0	1	13		0	1	5		0	3	9
c- Non specified place		0	2	50		0		0		0	2	11		0	2	6
d- A surrounding wal place	1	8		0				0		0	0	0		0	1	3
e - No response	8	67	2	50	2	50	6	75	3	100	13	68	2	100	23	70
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100
V - Classes & teachers in school.																
a - Teacher (No.)	18		12		9		13		6		40		2		60	
b - Classes (No.)	17		12		10		20		11		53		2		72	
Teachers/ classes	1.059		1		0.9		0.65		0.55		0.755		1		0.83	
VI - Enrollment and age of student																
a - Boys enrolled No.	198	40	103	48	221	72	508	56	180	67	1012	60	30	41	1240	55
b - girls enrooled No.	298	60	111	52	84	28	401	44	90	33	686	40	44	59	1028	45
Total	496	100	214	100	305	100	909	100	270	100	1698	100	74	100	2268	100
c- Disabled enrooled No.	7		0		0		1		0		1		0		8	
d - Age range (years):																
6 - 8	0	0	1	25	0	0	0	0	0	0	1	5	0	0	1	3
6 - 9	12	100	1	25	0	0	1	13	2	67	4	21	0	0	16	48
6 - 10	0	0	1	25	4	100	5	63	0	0	10	53	0	0	10	30
6 - 11	0	0	0	0	0	0	1	13	0	0	1	5	1	50	2	6
6 - 12	0	0	1	25	0	0	1	13	0	0	2	11	1	50	3	9
No response	0	0	0	0	0	0	0	0	1	33	1	5	0	0	1	3
Total	12	100	4	100	4	100	8	100	3	100	19	100	2	100	33	100

ANNEX II
Survey Form

Table(6): Information on schools. COPE baseline survey April 2000

Information	Kabul		Ghazni districts								Ghazni province		Wodak		Totale	
	Khak-i-Jabar		Kh.Omeri		Jaghato		Ghaz.Center		Dehyak				Sayed Abad			
	No.	%	No.	%	No.	%	No.	%	No.	%			No.	%	No.	%
VII - Students Family Background																
a - Farmers No.	198	40	157	73	205	67	302	33	130	48	794	47	28	38	1020	45
b - Landless villager No.	78	16	40	19	57	19	295	32	70	26	462	27	30	41	570	25
c - Livestock owner	66	13	10	5	37	12	59	6	70	26	176	10	12	16	254	11
d - Salaried employment	26	5	0	0	6	2	15	2	0	0	21	1	0	0	47	2
e - laborer	0	0	7	3	0	0	238	26	0	0	245	14	4	5	249	11
f - Unspecified	128	26	0	0	0	0	0	0	0	0	0	0	0	0	128	6
Total	496	100	214	100	305	100	909	100	270	100	1698	100	74	100	2268	100
VIII- Education Shura																
a -No. of members	33		13		12		24		9		58		6		97	
b -members edu. background																
- University diploma	1	3	6	46	0	0	2	8	0	0	8	14	0	0	9	9
- Secondary school	1	3	3	23	1	8	3	13	0	0	7	12	1	17	9	9
- Middle school	1	3	0	0	0	0	0	0	0	0	0	0	0	0	1	1
- Primary school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
- Unspecified education	2	6	1	8	0	0	12	50	0	0	13	22	3	50	18	19
- Uneducated	0	0	0	0	6	50	2	8	0	0	8	14	2	33	10	10
- No response	28	85	3	23	5	42	5	21	9	100	22	38	0	0	50	52
Total	33	100	13	100	12	100	24	100	9	100	58	100	6	100	97	100
c- members occup. & positions																
- Chief of the village	2	6	0	0	2	17	8	33	0	0	10	17	0	0	12	12
- Elder of the village	5	15	6	46	6	50	5	21	9	100	26	45	2	33	33	34
- Gov. Emp.	3	9	0	0	1	8	1	4	0	0	2	3	1	17	6	6
- Medical doctor	0	0	1	8	0	0	0	0	0	0	1	2	0	0	1	1
- Immam	1	3	0	0	0	0	2	8	0	0	2	3	1	17	4	4
- Teacher	1	3	0	0	1	8	1	4	0	0	2	3	1	17	4	4
- Shopkeeper	1	3	0	0	0	0	4	17	0	0	4	7	0	0	5	5
- Farmer	16	48	6	46	0	0	3	13	0	0	9	16	1	17	26	27
- Driver	2	6	0	0	0	0	0	0	0	0	0	0	0	0	2	2
- Labour	2	6	0	0	0	0	0	0	0	0	0	0	0	0	2	2
-Commonder	0	0	0	0	1	8	0	0	0	0	1	2	0	0	1	1
- No response	0	0	0	0	1	8	0	0	0	0	1	2	0	0	1	1
Total	33	100	13	100	12	100	24	100	9	100	58	100	6	100	97	100

* The family background of 128 students in Kabul porovince are not reported (496-368=128) adding this none reported families makes the number of enroled students in Kabul 496 in family backgroun.

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Home School Project
Baseline Survey

Name and position of interviewers:

1. _____

2. _____

Date of interview: _____

Name(s) and position(s) of person(s) interviewed:

A. GENERAL INFORMATION

1. Name province: _____

2. Name district: _____

3. Name village: _____

4. Estimated total population of village: _____

5. Estimated total primary school age population: _____

6. First most common mother tongue in the village:

Pashto: _____

Dari : _____

Other (specify): _____

7. Second most common mother tongue in the village:

Pashto: _____

Dari : _____

Other (specify): _____

8. CARE projects in the village or area

Yes: _____ No: _____

If yes, specify: _____

1.4 – Methodology:

1.4.1- The Survey units: A mix of individuals or group of individuals were purposively found or selected by the surveyors in the surveyed communities for interview.

1.4.2- Survey Tools: A semi structure survey form prepared during the COPE pilot stage (1994 – 1995) and used for the purposes of establishing of home schools during that stage. This form has been used for the current survey (1999 – 2000) in new communities/ villages (see survey form, annex II).

1.4.3- Surveyors: 9 Trained staff members of the COPE project have conducted the current survey in the covered villages of the related districts.

1.4.4- Interviewing Dates: 33 interviews conducted during 1998, 1999, 2000. The number of interviews in these years are as follows:

<u>Years</u>	<u>Interviews (No.)</u>
1998	7
1999	9
2000	14
<u>No date</u>	<u>3</u>
Total	33

1.4.5- Community Selection: community selection has been on purposive bases without a given particular reasoning or other statistical methodology

1.4.6- Interviewing Process: interviews have been conducted by a single COPE surveyor or a group of COPE surveyors (see table I text)

CARE/Afghanistan
Home School Project
Baseline Survey

B. SCHOOLING OPPORTUNITIES

9. Are there opportunities for boys to study in the village?
Yes: _____ No: _____
10. What type of school is available:
 a. no schooling opportunities available : _____
 b. government primary school : _____
 c. mosque school : _____
 d. other (specify) : _____

11. How many boys go to other villages to study:
 a. to attend government primary schools: _____
 b. to attend mosque schools : _____
 c. other (specify) : _____
12. Distance to nearest primary school : _____ kilometers
13. Are there opportunities for girls to study in the village?
Yes: _____ No: _____
14. What type of school is available:
 a. no schooling opportunities available : _____
 b. government primary school : _____
 c. mosque school : _____
 d. other (specify) : _____

15. How many girls go to other villages to study:
 a. to attend government primary schools: _____
 b. to attend mosque schools : _____
 c. other (specify) : _____
16. Do boys and girls in the village study together in the same classroom now?
Yes: _____ No: _____

CARE/Afghanistan
Home School Project
Baseline Survey

C. COMMUNITY INTEREST IN EDUCATION

17. Do village leaders (shura, khans, imams) accept education for girls?

No : _____
Yes : _____
Some do, some do not: _____

18. How many parents in the village want to educate their boys?

a. None : _____
b. Less than half : _____
c. Half : _____
d. More than half : _____
e. All : _____

19. How many parents in the village want to educate their girls?

a. None : _____
b. Less than half : _____
c. Half : _____
d. More than half : _____
e. All : _____

20. What is the main reason girls do not go to primary school:

a. parents do not want them to go for personal reasons: _____
b. not enough primary facilities available : _____
c. no primary schools for girls only : _____
d. not enough teachers available for girls : _____
e. not relevant (all girls go) : _____

21. If education were begun/expanded in this village, what would be the priority for the community?

a. Primary classes for boys : _____
b. Primary classes for girls : _____
c. Primary classes for boys and girls : _____
d. Mosque school for boys : _____
e. Mosque school for girls : _____
f. Mosque school for boys and girls : _____
g. Other (specify) : _____
h. Not relevant : _____
(community not interested in education)

**CARE/Afghanistan
Home School Project
Baseline Survey**

22. If education were begun/expanded in this village, how many students would enroll:

- a. boys : _____
b. girls: _____

23. If education were begun/expanded in this village, would parents permit boys and girls to attend classes together?

- a. No: _____
b. Boys and girls together from class 1 through 3: _____
c. Boys and girls together from class 4 through 6: _____

D. TEACHER AVAILABILITY

24. If education were begun or expanded in this village, are there local persons available to become primary teachers?

- No : _____
- Not relevant : _____
 (parents do not want to begin/expand education)
- Yes : _____
a. Local males with secondary or higher willing to teach:

b. Local females with secondary or higher willing to teach:

c. Local males with middle school willing to teach:

d. Local females with middle school willing to teach:

e. Local males with primary school willing to teach:

f. Local females with primary school willing to teach:

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Home School Project
Baseline Survey**

g. Retired male teacher : _____

h. Other educated males (specify): _____

i. Other educated females (specify): _____

25. Would parents accept a male teacher for girls if no female available?

- No : _____
- Not relevant: _____
- (parents do not want to begin/expand education for girls)
- Yes : _____
- a. Male teacher for girls in class 1 through 3
- b. Male teacher for girls in class 4 through 6

26. What type of male teacher would be acceptable for girls?

- No : _____
- Not relevant: _____
- (parents do not want to begin/expand education for girls)
- Yes : _____
- a. a local male teacher : _____
- b. an older retired male teacher: _____
- c. a pesh imam of the mosque : _____
- d. other (specify) : _____

E. POTENTIAL COMMUNITY CONTRIBUTIONS TO SCHOOLING

27. Village contributions that could be made for a Home School:

a. Building/room: _____

b. Boundary wall: _____

c. Teacher salary: _____

d. Other contributions (specify): _____

28. Ways the community could manage the school:

a. Shura: _____

b. Village Education Council: _____

c. Other (specify): _____

F. PARTICIPATION IN THE HOME SCHOOL PROJECT

29. Has the community been selected for participation in the Home School project?

a. Yes _____

b. No _____

c. Explain reasons why the community has been selected/has not been selected: _____

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Home School Project
Baseline Survey - Teacher Information

Name and position of Interviewers:

1. _____
2. _____

Date of interview: _____

1. Name Village: _____
2. Name teacher: _____
3. Father/husband's name: _____
4. Gender: Female: _____ Male: _____
5. Age: _____ years
6. Marital status:

unmarried: _____

married : _____

widowed : _____

7. Number of children: _____

8. Mother tongue: _____
- Second language: _____

9. Educational background (tick highest completed):

- secondary school (class 12)
- dropped out of secondary school
- middle school (class 9)
- dropped out of middle school
- primary school (class 6)

10. Professional qualifications:

- teacher training college certificate: _____
- other (specify): _____

11. Previous teaching experience:

No: _____

Yes (specify): _____

12. Motivation to teach: _____

13. Time available:

- a. Days per week: _____
- b. Hours per day: _____
- c. Suitable hours during the day: _____

14. What currently doing to survive (sources of income):

- a. farming : _____
- b. livestock: _____
- c. work outside: _____
- d. other: _____

In case of women teachers, collect the following information about the husband/father:

15. Name: _____

16. Relation to teacher:

- a. husband: _____
- b. father : _____
- c. other (specify); _____

17. Educational background (note highest qualification):

18. Occupation: _____

19. Shura member: Yes: _____ No: _____

20. Willing to let wife/daughter teach: Yes: _____ No: _____

21. Special conditions under which wife/daughter permitted to teach:

CARE/Afghanistan
Home School Project
Baseline Survey - School Information

Name and position of interviewers:

1. _____
2. _____

Date of interview: _____

1. Name Village: _____
2. Are there unused classrooms in the village that could be utilized?
 - No : _____
 - Yes : _____
3. Home School location: (where is home school located in the village)
(attach small sketch map)
4. Type of place for the school:
 - a. mosque : _____
 - b. hujra : _____
 - c. Government school building : _____
 - d. room in teacher's home : _____
 - e. other (specify) : _____

4. Description of the place for the home school: _____

5. Number of classes in the Home School: _____
6. Number of teachers: _____
7. Enrolment and age range of students at beginning of school:

Enrolment: a. Boys: _____ b. Girls: _____ Total: _____

Age range: c. From _____ to _____ years Disabled children: _____

8. Family background of students:

Number of students:

- a. Farmers: _____
- b. Landless: _____
- c. Livestock: _____
- d. Salaried employment (specify): _____
- e. Other (specify): _____

9. Home School timings: _____

10. Village contributions to the Home School:

a. Building/room: _____

b. Boundary wall: _____

c. Teacher salary: _____

d. Other contributions (specify): _____

11. Education shura:

- a. Number of members: _____
- b. Educational Background of education shura members:
 - Member 1: _____
 - Member 2: _____
 - Member 3: _____
- c. Occupation and position of members in village:
 - Member 1: _____
 - Member 2: _____
 - Member 3: _____

12. Remarks:



Table (1): Survey Coverage, Survey units and Surveyors Participation

Province	District	Village	Survey units		Surveyors	
			Individual Villager	Group of villagers	Individual COPE staff	Group COPE staff
Ghazni	Ghazni Center	kochi kala	√		√	
		Nowabad		√		√
		Haiderabad No. 1		√	√	
		Qala-e-Aamo	√		√	
		Qala-e-Qazi		√	√	
		Haiderabad No. 2		√	√	
		Khak-e-Ghariban No. 2		√	√	
		Khak-e-Ghariban No. 1	√		√	
	Dehyak	Ghazgai		√		√
		Sangar	√			√
		Alam Kala		√		√
	Jaghatoo	Ahmadaa	√		√	
		Gilesurkh	√		√	
		Sayedan		√	√	
		Qala-e-Gharib	√		√	
	Khuaja Omri	Karez sadat	√		√	
		Aliabad	√		√	
		(9) Borja	√		√	
		Karezgai & Bozorg	√			√
Kabul	Khak-I-Jabar	Wali qala		√	√	
		Babar		√	√	
		Baghgai		√	√	
		Koz kharoti		√		√
		Malang-i-sofla		√	√	
		Ghazgai		√		√
		Malik khel		√	√	
		Chakary		√	√	
		Khord kabul		√	√	
		Chakary & abduleh khel		√	√	
		Zendan		√	√	
		Khuda yar & nazar qala		√		√
	Wardak	Sayed Abad		√	√	
		Lowra		√	√	
Total	3	6	33	11	22	8

- The currently reported COPE survey has covered 33 villages in 6 districts of 3 provinces (Kabul, Ghazni and Wardak). (Table 1 of the text)
- The same survey form has been used for interviewing 11 individual villagers and 22 groups of villagers as the survey units.
- Most of the interviews (with group or individual villagers) have been carried out by one surveyor, while in 8 interviews more than one surveyors (group of surveyors) has taken part.

1.5 - Data Analysis and writing of the Report

1.5.1- Questionnaire used as a background source:

The questionnaire designed and used as a “baseline condition survey tool” was the one used in the pilot phase of COPE, (The Home Schools) in (1994 – 1995). For the survey questionnaire see (annex II)

1.5.2- Data entry:

Through the Microsoft Access computer program a package was prepared and used for the current survey data entry.

1.5.3- Tabulation:

The steps followed in tabulation and data processing:

- a- For each main goal of the survey, separate primary analysis tables are prepared and used as a source/ reference for the detailed analysis in the text.(see all of the main tables in annex 1)
- b- Secondary analytical tables were derived from the primary/ reference tables for preparing the discussion/ narratives presented in the related chapters of the report.

1.5.4- Statistical measures used:

- a- Simple statistical measurements (summation, percentage and proportions) have been used in obtaining a comparative view of the tabulated information on the COPE related conditions/ situations in the communities.
- b- Graphical presentations have been integrated with the analytical/ statistical framework for visual illustration of the baseline conditions of the communities dealing with COPE.

1.5.6- Survey Coverage on Provincial Bases in the COPE Activity Areas:

Table (2) of the text illustrates the districts and villages coverage, population and proportion of school aged children reported through the COPE baseline condition survey. In table 2, it is shown that almost 30% of the surveyed population are school aged children.

Table (2) Survey Location and Population Coverage

Province	Survey location		People Interviewed	Population & children		
	District	Village		Total population of interviewed villages	School aged population	
	No.	No.	No.	No.	No.	%
Kabul	1	12	12	3913	1515	38.7
Ghazni	4	19	19	16970	5616	33.1
Wardak	1	2	2	5800	670	11.6
Total	6	33	33	26683	7801	29.2

CHAPTER - 2

OPPORTUNITIES FOR PRIMARY EDUCATION

This aspect of the status of primary education within the surveyed villages were investigated for girls and boys for the following focussing issues:

- 2.1 - Availability of schools for girls and boys
- 2.2 - Types of schools available
- 2.3 - Co-education at primary level
- 2.4 - Attendance levels for boys and girls
- 2.5 - Distance to the nearest primary school

Measurements of these issues are illustrated in (*table 1, annex*) at district level for each one of the three provinces (Kabul, Ghazni and Wardak).

The results of the survey for each issue are comparatively presented for boys and girls as follows:

2.1 - Availability of schools: (*Table 1, annex 1 & figure 3 text*)

From 33 interviews in all of the 3 provinces (6 districts) school availability are reported by 45% and 42% of interviews for girls and boys respectively. The remaining (55% and 58%) have been reported non-available for each gender categories of the school age children respectively.

On provincial bases, in Kabul the reporting of availability of schools is given (42%) for both boys and girls. In the 4 districts of Ghazni the average availability is reported 53% for girls and 42% for boys. In Wardak availability is reported zero for girls and 50% for boys.

For a comparative view of the school availability aspects at provincial level, see the graphical illustration (*figure 3 text*) and (*table 1 annex 1*).

Focussing only within the four district of Ghazni, Dehyak has reported 100% school availability at the highest level for both boys and girls and in Jaghatoo district of that province the lowest level availability is reported, zero for girl and only 25% for boys. (see table 1, annex 1)

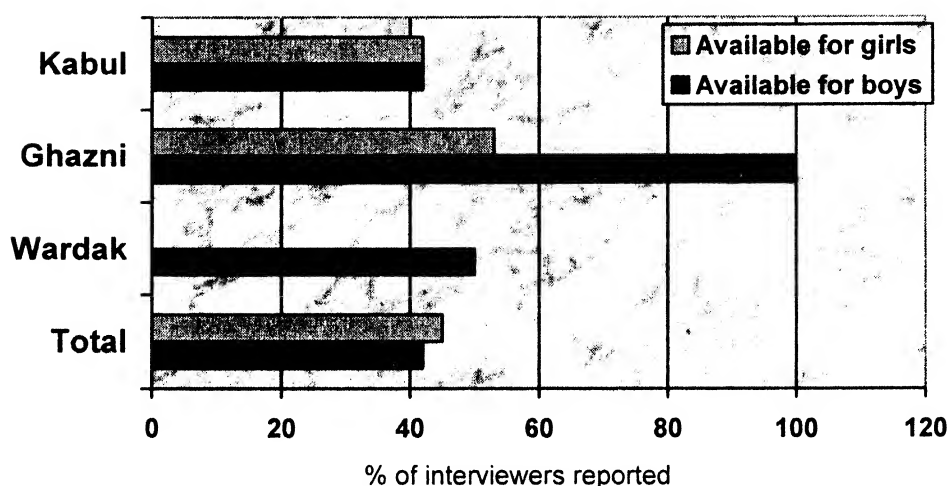


Figure (3): Primary schools available for boys & girls at village level in three provinces of COPE Project.

2.2 - Types of schools available: (Table 1, annex 1 & figure 4 & 5)

The survey has collected information on the existence of three types of school for boys and for girls.

- 1)) Government primary school
- 2) Mosques as a primary school
- 3) Other types of school

In Kabul, for girls 80% and for boys 100% government schools are reported available in the surveyed district (Figure 4&5). Mosques as a type of primary school available, are reported 20% only for girls. (figure 5)

In the four districts of Ghazni, government primary schools are not available at all. In total in this province mosque are available 100% for girls and 70% for boys (Figure 4 & 5)

In Jaghatoo district of Ghazni, non-of the three types of schools are reported for girls and boys, except one interview indicating other sources as a type of school for boys. In Ghazni center, Mosques are indicated 60% and other types 40% for girls only.

In Wardak school availability are reported only for boys but the type of school are not specified at all.

In all of the 6 surveyed districts, in total, Mosques are reported as the main type of primary school. It is reported 73% for girls and 47% for boys, government school comes next, 27% for girls and 33% for boys. Other types are reported 20% for boys only. (figure 4 & 5 for girls & boys)

ANNEX - 1

Preliminary Tabulation

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Executive Summary

Introduction:

- Limited access to quality primary education for Afghan children has been realized as an interlinked component of CARE “household livelihood security” framework. To elevate this limitation in Afghanistan *, CARE initiated “pilot primary home schools” in Khost province (1994 – 1995). Based on CARE gained experiences, this home school system in consultation with educational authorities was scale up into a program of “Community Organized Primary Education” COPE in five central provinces of Afghanistan.
- In the pilot phase (1994 – 1995), as an experimental task a baseline condition survey was conducted to find the conditions and the inside community pre-requisite for this program. The objectives of the pilot phase survey and the current survey as a follow-up are to provide information on those main profile aspects of the villages, which are related to COPE.
- The current survey based on elaborated group interview forms covers COPE programs in 6 districts (33 villages) in Ghazni, Kabul & Wardak provinces. The interviews have been conducted in (1998, 1999 & 2000).

Availability of School

- Through 33 village level group interviews . availability of schools were reported by 45% & 42% of interviews for boys & girls respectively. (see figure 3)
- Mosque are reported the main type of primary schools. It's 73% for girls & 37% for boys. Government schools come next, 27% for girls & 33% for boys. Other types are reported only 20%. (figure 4 & 5)
- The existence of co-education was not reported at all.
- Regarding attending of schools in the surveyed districts, 59% reported girls & 62% reported boys were going to mosque in other villages. 41% & 38% of reporting respectively indicated that girls & boys were going to government primary schools in outside villages. (see figure 6)
- The average distance to the nearest school was reported 5 km in Kabul & 6 km in Ghazni. In Sayed Abad of Wardak it was reported 21 km. (see figure 7)

Community Interest in Education

- In all of the surveyed villages, 85% of the community/ elders reporting are indicating full acceptance of primary education, 3% are in the position of non-acceptance & 12% are in the status of undecided (unclean) minds. (see figure 8)
- Full parents interests are confirmed by 70% of interviews for boys & 64% for girls. For a comparative view see figure (9). In Kabul the level of this interest is reported 92% for boys & 83% for girls.
- Reasons for girls are not attending primary education (figure 10) were, lack of parents interest, lack of facilities, lack of separate girls school & lack of teachers for girls, reported by 4%, 6%, 22% & 14% of interviews respectively.
- Community priority if education expands (table 3 & figure 11 & 12):

* On root causing of this limitation, see figure 1, page 3.

** Kabul, Paktia, Ghazni, Logar & Wardak.

*** See list of objectives on page 2.

- a- In all of the surveyed districts primary schools priority for both boy & girl
- b- reported by 36% of interviews. Separate school for boys & girls reported, by 14% for each. Mosque priority as a primary school, for boys was reported 9%, for girls 14% & for both 13%.
- Expected enrolment if education expand (figure 13):
Totally in all of the surveyed districts, expected enrolment was reported 3525 students from which 57% were to be boys and 43% were to be girls.
Within the three provinces the highest expected enrolment was reported in the 4 districts of Ghazni (2459 students) or about 70%.
- Permitting co-education from class 1 - 3 was reported in the scale of 72% in all of the surveyed areas.
From class 4 - 6 levels it was restricted to 22% in the surveyed areas. (see figure 14)

Teachers Availability if Education were to Expand

- From all of the 33 interviews (94%) reported the availability of teachers if education were to expand. For details see figure 15.
- In total 67 individuals were reported that could become teachers if education were to expand. On the bases of their education level, they are classified as follows: (For detail see figure 16 & 17).

Level of Education	Educated persons available to become teacher			
	Male		Female	
	No.	%	No.	%
- <i>Formal Education:</i>	28	60	6	46
• Secondary level	9	19	4	31
• Middle level	10	21	3	23
• Primary level				
Total	47	100	13	100
- <i>Miscellaneous Educated:</i>				
Retired persons	1	33	0	0
Other educated persons	2	67	4	100
Total	3	100	4	100
Grand Total	50		17	67
%	75		25	100

- Male teacher & the type of male teachers acceptability by parents were reported as follows:
In total of the 41 responses, only 2% of parents didn't accepted male teachers for girl schools, 29% showed acceptance in general, 41% for grades 1 - 3 & 27% for grade 4 - 6. (see table 4 & figure 19)
Regarding the type of male teachers acceptable to the parents, 58 responses were reported. From those 41% interested in "on the job" male teachers, 18% were interested in retired male teachers and 41% were interested in Imam of mosque to teach their daughter in girls school.

Potential Community Contribution to School:

In all of the surveyed villages, three types of community contributions were specified. From a total of 62 responses 45% reported buildings & rooms for schools, 48% reported teacher's salary & 6% reported boundary walls of school buildings. (see table 6, figure 21)

- Contribution management was reported by two sources in all of the surveyed villages.
 - a- 76% of reporting confirmed Village Education Committee (VEC) as a management source.
 - b- 24% confirmed Community Shura (CS) as a management unit. (see figure 22)

Information on Teachers:

- On gender aspect of teachers, from 33 interviews, 85% reported male teachers & 15% reported female teachers available in the surveyed districts. (see figure 23).
- Related to age of teachers, from the 28 reporting interviews, 4, (15%) have reported young age teachers (less than 25 years). 15 interviews (55%) have reported teachers in age (25 – 40) years and 4% have shown teachers in ages (41 – 50) years. (see table 8 & figure 24).
- Most of the teachers (84%) were reported married and 16% unmarried in all of the surveyed villages (table 9, figure 25).
- From the 25 interviews referring to the number of children of teachers, 3 interviews (12%) reported teachers with no children, 16, (64%) reported teachers having from 1 – 6 children & 6, (24%) reported teachers having more than 6 children. (table 10, figure 26)
- On mother language of teachers, from 31 reporting interviews, 21, (68%) indicated Pashto as the mother language of teachers, and 10 (32%) showed Dari as the mother language of teachers. (table 11, figure 27)
- On second language of teachers, 28 interviews have reported. From these, 19 (68%) have indicated Dari, 25% Pashto & 8% of the reporting have shown Arabic & English as the second language of teachers. (table 12, figure 28)
- 26 interviews have reported on highest educational background of teachers. From these, 16, (61%) have been reported secondary school graduates, 1, (4%) dropout of 12 grades, 7, (27%) middle school graduates and 2, (8%) primary school graduates. (table 13, figure 29).
- On professional qualification of teachers, only Ghazni have shown 6 interviews reporting professional teachers with teachers training certificates. (see figure 30)
- From 41 multiple responses on teacher's motivation to teach, 10% have shown income, 44% have indicated personal interest. (table 14, figure 31)
- On teachers time available for teaching, from the total 33 interviews in all districts, 85% have reported 1 – 3 hours/ day, 12% 4 – 5 hours/ day and 3% have shown no response. (table 15, figure 32)
- On suitable hours to teach during the day, from the total 33 interviews, 48% have shown 8 – 12 am, 36% 1 – 4 pm and 15% have remained with no response. (table 16, figure 33)
- On sources of income of teachers, from the 41 responses, 45% have indicated farming, 15% animal husbandry, 20% outside work and 20% other sources. (table 17, figure 34)
- The survey has covered some aspects of life of the women teachers relatives 5 fathers & husbands which have reported these aspects as briefed as follows:
 - Highest level education: Above 12 grade 60% and 12 grade 40%
 - Their occupations: Farmers 20%, medical doctor 20% & not reported 60%
 - 75% member of shura, 25% not member of shura
 - 75% were to allow their daughters or wives to teach and 25% were not

- 75% have indicated good social environment as a condition to allow their wives and daughters to teach, 25% has give no-response.

Information on Schools:

- From the total 33 interviews, (24%) reported the availability of unused classrooms, (73%) indicated the non-availability of the classrooms in the surveyed districts. 3% give no response with this regard. (table 19, figurer 35)
- Regarding to home school location, from 33 interviews, 30% interviews indicated that home schools locations were in the center of the villages, 10% reported the location in edge of the villages. The remaining didn't response.
- On type of place for home schools, 51% reported mosque, 30% indicated Hujra (guesthouse) and 19% put teachers home as available place for school. (table 20, figure 36)
- The proportion of number of teachers to number of classrooms was reported on provincial bases. These rating were as follows:
 - in Kabul = 1.06 - in Ghazni = 0.75 in Wardak = 1.00
- Totally 8 disabled students were reported. From these, 7 were in Kabul and 1 was in Ghazni center.
- The age range of the enrolled students were as follows:
 a- 6 – 9 years = 51% b- 10 – 11 years = 36% c- 11> years = 9% d- No response = 4%.
- From 2268 students, the family backgrounds of 70% were farmers or landless villagers. 11% had shown livestock owner's family background. Laborers families' background was reported 11% and salaried employment was the family background of only 2%. From the whole surveyed communities (6%) remained with unspecified family background. (table 24, figure 37)
- Shura member's educational background was one of the social focuses in the surveyed communities. From 97 shura members reported, only 9% was with university diploma. 9% was with secondary school diploma. With unspecified education & uneducated were reported 29%. 52% remained with no response.
- Shura member's occupation and social positions were reported through survey coverage. In this respect, it was found that 46% of these members were chiefs and elders of the villages, 27% were farmers & remaining 27% are having occupations such as government paid employees, shopkeepers, imam of Mosques, teachers... etc. (see table 26, figure 38)

CARE International in Afghanistan

Baseline Conditions for Community Organized Primary Education in Afghanistan

A Survey Report on Conditions of
Selected Districts of the Provinces of
Kabul, Ghazni and Wardak

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